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ABSTRACT

GRADES OR AGES: Grades 7-8. SUBJECT MATTER: Physical and health education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five main sections: 1) organization and administration, 2) content outline and timing, 3) health education program outline, 4) intramural sports, 5) sample units of instruction. Section 5 comprises one half of the guide. The guide is xeroxed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The sample units list skills to be taught in specific areas of games, gymnastics, track and field, and dance. Earlier sections contain suggestions on methods of organizing the class, student-teacher relations, and scheduling. A short list of program objectives appears in the introduction. INSTRUCTIONAL MATERIALS: Each sample unit includes a list of required equipment and a short list of teacher references. In addition, the guide contains a bibliography of books, magazines, catalogs, films and filmstrips, and other multimedia materials. STUDENT ASSESSMENT: Each sample unit lists several sources for skill and knowledge tests in that area. The guide also contains guidelines and references for diagnostic physical fitness testing. (RT)

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HEALTH AND PHYSICAL EDUCATION

GRADES 7 - 8

TEACHER'S GUIDE

SP002295

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instruction
April 1967

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TO THE HEALTH AND PHYSICAL EDUCATION TEACHERS

OF THE INTERMEDIATE SCHOOLS:

As you use this guide for planning and coordinating your program, you will find that the members of the committee have made a significant contribution to teaching health and physical education in the intermediate schools. It is only through thoughtful and critical use, on your part, that these preliminary materials will help you create a meaningful learning experience.

Through such critical study and careful planning, the goals of our intermediate schools can be realized. Let's all work toward this end--that the intermediate schools' goals may be accomplished in an outstanding way.

E C Funderburk

E. C. Funderburk
Superintendent of Schools

FOREWORD

This guide has been assembled with the hope that it will be of assistance to the health and physical education teachers in the intermediate schools. An effort has been made to anticipate many of the problems that are likely to arise as the physical education teacher deals with the responsibility of helping pupils of Fairfax County develop physically, mentally, socially, and emotionally.

The materials in this guide are not intended to be the final answer nor the best that may be developed. It is intended to be a springboard from which the teacher can create a climate in which the students can learn and grow. Physical education teachers are urged to go beyond the suggestions given in this guide in light of their understanding of pupils' needs, personalities, background, interests, capabilities, initiative and the existing facilities.

Physical education teachers are urged to work individually and collectively toward the improvement of this guide. It is hoped that the materials herein will be improved and revised, as necessary, through teachers' efforts every school year.

The physical education teacher in the intermediate school has an outstanding opportunity to assist young pupils in their growth and maturation during the critical years of late childhood and early adolescence. These pupils come with the earnest desire to explore and improve their relationship with the environment in which they live. They are keenly aware of, and interested in, improving their understanding of their bodies and bodily development; their skills and capabilities in physical activities; their adjustment to group environment; and in finding their role in peer groups.

The physical education program described in this guide attempts to reflect the needs of the majority of the pupils of intermediate school age, while providing stimulating and exciting programs to appeal to all. To answer this challenge, the guide stresses a broad and varied program. One founded on solid planning, which emphasizes instruction and participation.

Inherent in the success of any good physical education program is the practice of planning programs based upon the needs of pupils. Teachers may, at times, see the need for additional activities not covered in this guide. In cases of this sort, a degree of flexibility is encouraged; and it is suggested that teachers explore these ideas fully with professional colleagues, school principal and staff, and the staff of the Department of Instruction. The Supervisor of Health, Physical Education and Athletics and other staff members hope to be of assistance to teachers seeking solutions to instructional problems, thereby bringing richer and fuller programs to intermediate pupils.

I. OBJECTIVES OF THE INTERMEDIATE SCHOOL IN HEALTH AND PHYSICAL EDUCATION

A. General Objectives

1. To provide physical education activities properly planned and taught as a means of guiding students through successive stages in the development of organic fitness, efficient and graceful movement, knowledge, interest and skills, desirable social and emotional traits for daily living.

2. To provide an atmosphere which makes healthful living and health education a contributing process.

B. Specific Objectives

In order to meet successfully the challenges of our current way of life, a program should be provided to give students the opportunity to:

1. Develop strength, speed and endurance

2. Develop flexibility, agility and coordination

3. Develop interest, knowledge and skills

4. Develop desirable social and emotional traits. These are developed through participation in physical education activities. They learn to get along together, to share and to plan, to work toward a common goal, to appreciate their own rights and the rights of others, to lead skillfully and follow intelligently

5. Develop competency in basic skills which contribute to more satisfying participation in daily living

6. Develop a program of varied activities to meet the individual needs of this age group including: adaptive programs, health instruction and services, intramural activities and physical education instruction

7. Acquire desirable health practices through instruction, observation and participation

8. Provide an opportunity for health appraisal in cooperation with the school nurse

II. CHARACTERISTICS OF STUDENTS IN THE INTERMEDIATE GRADES AND THEIR RELATIONSHIP TO PHYSICAL AND HEALTH EDUCATION

A. The most obvious characteristic of any class of seventh or eighth grade children is that of variety. Some children look small and young and others tall and grownup; some seem naive and others quite sophisticated; some evidently aim to please, and others quite as evidently appear not to want to please. The place at which children happen to be along the ladder of physical development has much to do with this variety that appears in children in the seventh and eighth grades.

B. Coming into puberty seems to have tremendous implications for appearance and behavior, and most children reach puberty some time between the late sixth and late ninth grades; hence, the physical education program during these years must be equally diversified and adaptable to adequately meet these varying stages of development.

C. The differences found in the physical, emotional and social make-up of these intermediate age students may be generally classified by the terms "older children" and "young adolescents." The "older children" have the physical appearance, traits and mannerisms of later childhood, coupled with a slow growth rate, while the "young adolescents" have bodies growing in spurts, without uniformity, as legs, arms and feet growing first and giving them an awkward, gangly appearance. Some in this latter group may resemble young men and women more so than children.

D. Throughout these years, the physical attributes of strength, speed, stamina and coordination of these students will equally vary with their development. Many will move in the manner of young children, while others may be vastly superior and dominate their classmates in physical skills and athletic ability. Also, certain youngsters will experience spurts of rapid growth with a concurrent depreciation in strength, speed and physical skill and appear lazy with a low energy level. Fully cognizant of these variations, the physical education program offers those activities which will help build strength, develop coordination, achieve status within their own age group, and contribute to their social growth.

SPECIAL EDUCATION PUPILS

Teachers of physical education should be aware of the presence of such students and be concerned with their needs and limited capacities. This awareness must recognize the levels of understanding, the frequently severe reading handicap, the other emotional and intellectual deficiencies which are characteristic of this group.

Physical education offers a unique opportunity for the school to reach these youngsters. It is possible to capitalize on their normal interests and, in some cases, above average or superior physical ability, in our efforts to help them realize and achieve health goals and adjustment.

Teachers will find that helping these students, although often difficult and requiring a calm, patient and devoted approach, will be especially rewarding in terms of bringing meaningful purpose and pleasure to their lives.

General principles:

1. Recognize their limited ability to read
2. Recognize their limited ability to write effectively
3. Recognize the need of these pupils for encouragement and motivation to full and effective participation
4. Recognize their special and often acute need for guidance and help in understanding their role in the school environment
5. Recognize their increased need for direction in the assumption of routine responsibilities
6. Recognize their frequent variation in emotional stability

GUIDELINES FOR TEACHERS

1. Teachers are expected to wear the uniform adopted by their individual school:

   Administrative Guide, (Section d-4.91) - "Dress of Staff Members - The faculty members are expected to set good examples in grooming and dress. Dress should never be to informal."

   "Uniforms may be used by instructors in special fields, but the wearing of these uniforms should be confined to their respective work areas."

2. Teachers must report in sufficient time to dress and set up equipment before class.

3. Special instructions of the day's activities for each class should be posted on a bulletin board in the locker room or gym.

4. Teachers are required to educate the students toward understanding and practicing good health habits. Every student should shower, as a good health practice, after each activity period.

5. Periodic inspection of feet should be made to help detect athlete's foot and plantar warts. Students should be advised to seek medical attention when such conditions are detected.

6. Students should be instructed in the proper use and care of class equipment and facilities. Any intentional or abusive breakage, or unusual damage to equipment will require replacement of it by the pupil responsible. Lost or damaged locks will be charged to the student.

7. Teachers should avail themselves of the opportunity to observe other teachers in the county. This intervisitation is arranged through the school principal.

8. Teachers should make use of the many resources available in the community, consistent with county policy, in improving their programs.

9. The use of students in leadership capacities and as aides in teaching is encouraged.

PUBLIC RELATIONS[1]

The physical educator should be aware of the importance of establishing good school-community relations. Therefore, it is strongly urged that the physical education program be interpreted to the home and community and that the parents be made aware of the well-rounded program of physical activities.

Some suggested ways of improving public relations are:

1. A pamphlet explaining procedures and activities of the physical education department should be sent home to parents at the beginning of the year, if possible. It would be well to obtain the reaction of the Supervisor of Health and Physical Education to the planned content of these materials prior to their production and distribution.

2. Back to School Night (suggested plan)

    a. Rules and regulations (keep to minimum)
    b. Locker room procedure
    c. Curriculum
    d. Objectives [2]
    e. Facilities and equipment
    f. Grading

3. Demonstrations

    a. P.T.A.
    b. Special Demonstration Night
    c. Father-Son Night
    d. Mother-Daughter Night
    e. Family Night

4. Faculty participation nights

5. Use of newspapers, radio, etc.

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[1]National Education Association. Putting Public Relations Into Health, Physical Education and Recreation. Washington D.C.

[2]National Education Association. Values in Sports. Washington, D.C.

6. Conference

   a. Parents
   b. Other faculty

7. Participation in professional organizations

The student is your strongest link between the school and home. He must be exposed to an attractive, well-rounded program which stimulates his interest and challenges his ability. This link, then, is the most effective and our greatest public relations effort should be in developing a strong, well balanced and well planned program.

SAMPLE LETTER

Dear Parents:

The purpose of the health and physical education program of our school is to provide the opportunity for each student to further his physical, mental, emotional, and social development. This opportunity is provided through health and physical education instruction and intramural activities. It is our desire that all students benefit from experiences in these activities. Our staff hopes that this letter will assist you in understanding the program.

A well balanced activity program throughout the coming year will emphasize the basic skills, physical and mental coordination, muscular development and a sportsman-like attitude.

It is our desire to develop a student - teacher relationship which will offer understanding and confidence. Thus, we request that the student and teacher have informal conferences to make adjustments as the need arises. We understand that special problems do arise and a discussion of such between student and teacher will lessen the necessity of bringing notes from parents.

Grading is done on the basis of skill, improvement, knowledge, attitude and cooperation. Grading in both grades 7 and 8 is based upon regular participation and punctuality, as well as the items mentioned above. The student is required to dress for gym, report to class on time, and to contact the instructor individually when he is unable to participate. If the time of non-participation exceeds three days, a statement from a physician is recommended.

Listed below are some of the physical education policies. Should there be any questions or suggestions, a conference may be arranged through the school Guidance Department.

1. Dressing - Students are required to dress for every class period. Regulation gym clothing should be provided and marked including white gym socks. Regulation gym shoes are those purchased primarily for that purpose. If students lose their clothing, they will be given a reasonable amount of time to find them, or to purchase another if necessary.

2. Towels may be rented through the Physical Education Department at a nominal fee, or students may bring towels from home for each class period. Borrowing of towels is not permitted for obvious health reasons.

3. Each student will be assigned a locker with a combination lock. A fee is required to replace lost or needlessly damaged locks. Every 7th and 8th grader will have a small gym locker to himself for storage of gym uniforms.

4. Students will be instructed in the proper use of class equipment, and essential locker room procedure will be explained thoroughly by the gym teacher.

5. Every time students put on their gym suits, they are expected to shower for obvious health reasons.

6. The various intramural programs are: Touch football, softball, gymnastics, tumbling, soccer, basketball, volleyball, wrestling, and track and field. Everyone is encouraged to participate in the intramural program.

7. The Physical Education Department will collect all money for gym equipment. One check may be made payable to _____ Intermediate School and NOT to the Physical Education Department.

8. Students should refrain from bringing valuables or sums of money to physical education classes.

9. Good conduct, sportsmanship, cooperation, respect and working together with others will be expected from all students when in the gym and outside on the playing field.

10. Prices of gym equipment:

    a. Girl's uniform and gym bag _____
    b. Boy's uniform (including socks, athletic supporter, pants and reversible shirt). _____
    c. Gym equipment bag (optional) _____

    Towel Service

    a. Seventh grade towel service
    b. Eighth grade towel service

If you have any questions concerning the principles enumerated above, please feel free to call or contact your son's or daughter's teacher.

_____
Teacher

SUGGESTIONS ON DEPARTMENTAL SCHEDULING

1. Girls' and boys' physical education program should be coordinated to utilize all facilities.

2. No more than one teacher should have a conference period or lunch period at the same time.

3. Schedules should be developed to allot the pupil proportionate time for health and physical education (40% - 60%) in grade eight.

4. Teaching stations should be planned and rotated to facilitate a well-rounded program.

5. Good judgment should be exercised in using outdoor facilities during inclement weather. Use of these facilities should not be ignored in the winter season.

6. Team teaching, when well planned, is encouraged in order to use effectively the special talents of teachers and the teaching stations available.

CARE OF EQUIPMENT

1. Each instructor will be responsible for setting up and removing the equipment for his class (nets, standards, etc.) Cooperation between teachers in the handling of heavy equipment makes the job easier.

2. Equipment should be checked before and after class for quantity and defects.

3. Equipment should be stored at the end of each day in the appropriate supply closet.

4. At the end of the year, equipment will be inventoried and stored in the appropriate closet.

5. It is the responsibility of each teacher to see that equipment and facilities are kept orderly and clean.

GRADING SYSTEM

Grades for each pupil in the health and physical education program are given every nine weeks. Marks in the two areas are combined into one letter grade for the purpose of reporting achievement to the parents.

Grades are based on (1) knowledge, (2) skill, (3) improvement, and (4) attitude and participation. Below is an explanation of each of these areas. Students in the eighth grade will receive a combined grade, but students in the seventh grade will receive a grade on the physical education only.

Knowledge: This area combines into an average objective grade, all nine weeks' grades for tests and other written or oral matter in <u>both</u> health and physical education.

Skill: Evaluations are objective and subjective. Through the use of standardized or teacher-made skill tests, the students' skills are objectively evaluated. However, daily observation will also produce a judgment of skill.

Improvement: This area is primarily a subjective grade. It refers to the individual's progress in relation to his potential as can be determined by the teacher. Objectivity can be included by the improvement shown on skill tests.

Attitude and Participation: The last area is a combined grade. All daily grades in physical education and proper health practices are considered in this grade. Also, considered are such things as punctuality in getting into the dressing room and, subsequently, to class; willingness to participate, leadership, sportsmanship, and all other traits and characteristics which exhibit desirable attitudes.

When grades for each of these four areas have been determined, they are analyzed to produce the single report card letter grade. This method was evolved with a sincere effort to produce an equitable system of grading, in which all the objectives of the

program are evaluated. The poorly coordinated individual is not evaluated for skill alone. It is felt that if a pupil must necessarily be graded low in the "skill" area, his opportunity for a higher grade is not limited. With genuine effort, grades in the other three areas (constituting three-fourths of the final grade) may be high. This compensation applies equally to those handicapped in the "knowledge" area.

DISCIPLINE

The teacher should try to understand the student. Let the student know that he is doing wrong and try to find out the reason. Each student should be handled as an individual. Consult the parents and the Guidance Department in solving problems. If the problem continues, the administration should be contacted.

GENERAL PRINCIPLES IN DISCIPLINE

1. Expect good behavior from the students; let the students know what is expected from them in the gym area.

2. Be consistent and fair.

3. Discipline in the school is the responsibility of all members of the faculty.

4. Use discretion when reprimanding students. (Example: Don't reprimand students in front of peers.)

5. Avoid threats. Don't make statements that cannot be carried out.

6. Teachers should not use physical force to discipline students.

7. Students not dressed for participation should be placed in a designated area under teacher responsibility.

8. Monetary fines should not be imposed for lost articles except for replacement of lost or damaged school property.

SAFETY[1]

Facilities and equipment should be adequate and safe at all times. All students should be instructed in procedures of safety in the use of equipment, as well as in the use of facilities. If these procedures are adhered to, all accidents will be kept to a minimum.

AREAS WHICH LEND THEMSELVES TO UNSAFE CONDITIONS

1. Showers and locker rooms
2. Gymnasium
3. Gymnastic equipment
4. Classroom windows (opening and closing)
5. Lack of protective equipment (catcher's mask)
6. Encourage students to minimize collision type accidents during play
7. Caution should be used with bats, balls, clubs, rackets, bows and arrows, etc.

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[1] Physical Education Bulletin for Secondary Schools, Grades VIII-XII, p. 369, State Board of Education, Richmond, Virginia, 1965.

LEGAL LIABILITY OF TEACHERS

Certain school activities will, by their nature, result in occasional injury to pupils. Physical education, including intramurals and interscholastics, is an area where such is true because of the vigorous, rapid and competitive movement that is inherent in the program.

Most of the injuries in physical activities are the result of unaviodable circumstances where there is pupil misjudgment, a fall, an object thrown astray a lost grip, or a multitude of other unanticipated causes.

On the other hand, a few injuries to pupils are caused by circumstances that could have been prevented by the teacher; injuries that could or should have been foreseen or anticipated. It is under these circumstances, when the injury could have been prevented or lessened by the teacher, that cases of teacher's liability arise. These cases usually find that the teacher acted in a manner tending to produce the given result (commission) or failed to act (omission) thereby tending to produce the given result.

The test used by the courts is: Has the teacher acted in the manner of a reasonable, prudent person to guard against pupil injuries? This includes the question of whether the teacher has anticipated or foreseen the possibility of injury or harmful results that might follow from the circumstances as seen and observed by a reasonably prudent person.

Good teaching rarely results in a teacher's negligence. Where the teacher plans and conducts a sound program and is alert to the inherent potential for harm to pupils, and particularly guards against this through constant supervision, it is rare to find negligence. In cases where the teacher has conducted vigorous physical education programs which include adequate supervision, progressive instruction in fundamental skills, progressive attention to pupil conditioning, inspection of facilities and equipment for unsafe conditions, and deliberate instruction of pupils in the fundamental safe use and care of equipment and apparatus, there will usually be no negligence.

Good teaching in its fullest sense, then, is usually adequate to preclude a finding of negligence.

The following checklist might be helpful to teachers in avoiding situations where teacher liability could arise in physical education and related activities:

1. Plan units of instruction and daily lesson plans in detail based upon the recommendation of State and County guides.

2. Know your students--their strengths and weaknesses.

3. Progressively prepare pupils for the physical and competitive demands of the activity.

4. Be sure the pupils are well grounded in the proper fundamental skills of the activity.

5. Provide for constant supervision of activity groups.

6. Physically inspect each facility, piece of equipment and apparatus before class; and periodically instruct pupils in the safe use, care, and inspection of these including the use of spotters and safety devices.

7. Make provisions to lock and secure facilities where injuries are likely to occur unless proper supervision is present and instruct pupils in advance that they are not to use such facilities and apparatus unless teacher supervision is present.

GUIDELINES FOR STUDENTS

1. Each article of clothing used for physical education should be identified with student's name. If a student loses his uniform, sufficient time should be allowed to obtain a replacement. During this time, a suitable change of clothing is required to facilitate continued participation. The borrowing of clothes is never acceptable.

2. Gym clothes should be washed weekly as a good health practice.

3. Each student is to be assigned a locker and combination lock and should be advised not to give his combination to anyone else.

4. Each student is to keep his gym clothes and shoes locked in the locker when not engaged in some school activity.

5. Lockers are provided for street clothes, books, and purses. Each student is required to lock his personal belongings in the locker which he uses. Large sums of money should not be brought to class.

6. Students are expected to be in their respective class area ready for class within five minutes after the tardy bell. Ample time will be allowed at the end of the periods for showers and dressing.

7. Students may either furnish their own towels or rent one for a nominal fee. Students should not leave wet towels in their lockers or share towels.

8. Students are not to leave the dressing room after dressing before the bell rings at the end of the period.

9. Use indoor physical education facilities unless an instructor is present.

10. Jewelry shall not be worn in physical education activities classes.

11. Gum chewing will be discouraged.

PARTICIPATION IN PHYSICAL EDUCATION

All students are required to take part in physical education. A few students have to be excused with doctor's excuses due to timporary disabilities. As soon as students are physically able, they rejoin their grade level class. A special adapted program for students with permanent physical disabilities should be part of the physical education program. All students will take the health part of the program. Students unable to share in the regular program of physical education, will not participate physically in the intramural activities.

Students are expected to dress and participate in class activities unless excused by the instructor because of medical reasons. They are required to have a complete change of clothes, specifically purchased for use in physical activities. A standard Fairfax County Uniform will be made available for purchase on a voluntary basis at each school.

LOCKER AND TOWEL PROCEDURES

1. The dressing room should remain locked until the first bell each morning or until a teacher is on duty in the dressing room. If not under supervision, all doors to the plant will be locked during the lunch periods.

2. Supervision should be provided in the locker room.

3. Students are not permitted to go into the supply closet and pick up their towels. A system for the handling of towels should be effected by the department.

4. The locker room will be checked for clothes and towels left out at the end of each period.

5. Supervision of shower taking is the responsibility of the teacher.

6. The teacher should handle the master key to the locks. He must <u>not</u> give this key to any pupil.

7. Lockers are to emptied preceding the Christmas and Easter vacations.

8. When a student withdraws from school, his physical education instructor should mark his name off the locker, lock, and combination folder so that the locker may be used by another student.

9. A school staff member should write a receipt for all sales of towel service, clothes, etc.

SECTION I

TEACHER PLANNING AND ORGANIZATION FOR EFFECTIVE INSTRUCTION

ORGANIZATION AND PLANNING

The following section is designed to give the teacher a framework of reference pertaining to the efficient and beneficial conduct of Health and Physical Education classes. Though not all inclusive, it indicates desired levels of a teacher's attention to organization, planning, orientation of pupils, and other aspects of the teacher-pupil relationship.

CLASS ORGANIZATION

Good class organization is necessary for good teaching. The teacher should be familar with different ways of class organization that will make his, or her, teaching more meaningful.

1. In some activities, it is beneficial to have sub-groups with common capacities, interests, and needs.

2. Class organization can vary, depending on the activity. Regrouping should be practiced throughout the year.

3. The objective of class organization is to make instruction more effective, beneficial, and purposeful.

4. Analysis of student placement, in special emphasis groups, might be achieved by consulting:

   Physical fitness tests
   Activity skill tests
   Pre-skill tests
   Knowledge tests
   Teacher observation
   Sociometric tests

PLANNING

Effective teaching is an outgrowth of sound teacher preparation. Of the many factors important in teacher preparation, perhaps the most important, is planning. Participation in a well planned, well organized and purposeful program is a goal that should be experienced by all students in physical education.

Dedicated teachers, interested in developing a beneficial program, will want to direct thought to planning:

1. Based upon the actual and observed needs of the class.

2. Which uses appropriate organizational patterns to allow and provide for maximum student participation throughout the full class period. Parenthetically, this implies that student time of inactivity is eliminated, or drastically reduced.

3. Which utilizes a variety of approaches and means of instruction; such as, activity drills, practice, audio-visual methods, and techniques intended to reach more students.

4. Which stimulates students by providing interesting pleasurable, and satisfying activity.

To achieve the above goals, we might consider the following:

Organizational Pattern

In this type of planning, the teacher should consider the class organizational pattern which best fits the specific activity in the unit of instruction. It may be either formal, or informal, depending upon the requirements of the activity.

It may involve:

1. Students in pairs, quartets, quintets, squads, teams, or small and large groups.

2. Rotation of individual students, or groups of students.

3. Formal or informal teacher's direction and supervision.

It may emphasize:

1. Inter-student teaching, under teacher's supervision.

2. Constant student's participation during a full period, with optimum growth and learning as the objective.

ORIENTATION

I. ORIENTATION - THE ESTABLISHMENT OF PROPER STUDENT-TEACHER RELATIONSHIPS

A. Student oriented objectives of physical education

1. What do students expect to receive from the program?
2. What is expected of students

B. Overview of program

C. Daily class procedures

1. Traffic flow in gym area
2. Showering and dressing
3. Roll call procedure
4. Class activities
5. Dismissal procedures

D. Parental and medical excuses

1. Short term
2. Extended illness

E. Safety

1. Unauthorized use of equipment and facilities
2. Proper reporting of accidents

F. Health screening

1. Brief explanation of health services
2. Return dental and medical forms

G. Student evaluation

PHYSICAL FITNESS TESTING

1. Directions for administering tests.

   a. All tests should be administered during physical education periods.
   b. Give the entire test battery on consecutive days according to the suggested testing schedule below.
   c. Give the tests in a set of prescribed sequence.
   d. The instructor should administer and evaluate all tests using student help when necessary.
   e. Explain and demonstrate each test to the student prior to the time you ask them to participate.
   f. Have testing stations ready and appropriate equipment for administering each test at the station prior to the testing period.
   g. Provide suitable warm up before administering the tests.
   h. Administer no more than three tests to any one student in one period.
   i. Record scores on P.E. 3
   j. This test should be completed in five days. It is suggested that individual school departments work out a testing schedule.

2. Equipment needed

   a. Stop watch
   b. Measuring tape
   c. Pencils
   d. P.E. 3's
   e. Blackboard erasers
   f. Gym mat
   g. Wands
   h. Chinning bar
   i. Bobbing boards

3. Suggested testing schedule

   1st day: <u>Orientation</u> - Explanation of the tests, their values, and the reason for each type of activity. Demonstrate each activity. Explain testing stations in detail. Cover 600 yard run/walk course and 50 yard/60 yard dash test.

   2nd day: <u>Testing Activity</u> - Warm up periods; pull up demonstration, pull up test; shuttle run demonstration, shuttle run; cover distance using 600 yard run/walk course.

3rd day: Warm up period; tip up demonstration, tip up test; sit up demonstration, sit up test; cover 600 yard run/walk course.

4th day: Warm up period; bobbing demonstration, bobbing test; standing broad jump demonstration, standard broad jump test; omit 600 yard run/walk.

5th day: Warm up exercises; five minute demonstration and explanation of running strategy, 600 yard run/walk test.

Information obtained from the tests should be helpful to school administrators, teachers, pupils, and parents. It should be pointed out that failure to make a high score on a test does not necessarily assure that the pupil is unhealthy; nor does ability to make a high score assure that the pupil may not have a health problem. A child's health status should be determined by evaluating all of the information gained from all forms of health appraisal. The physical fitness tests' results may be used in the following ways:

As a basis for identifying the physically under-developed pupils. Pupils so identified should be provided opportunities to participate in a program of developmental exercises and activities designed to raise their physical performance to desirable levels.

To determine individual pupil's needs including strengths and weaknesses. Test results will give teachers information which may be useful in planning instruction to meet the specific needs of pupils and in evaluating the effectiveness of the physical education program.

As a basis for comparing a pupil's physical fitness status at the time of testing with that of a representative group of pupils of similar sex and age. Test results should not influence the physical education grade.

To provide an indication of the degree of progress in physical fitness.

To motivate pupils to achieve higher levels of physical fitness. Where possible, it is suggested that pupils be allowed to find their own ratings. As pupils see evidence of their performance on the tests compared with other pupils of their own age and sex, they are provided with an excellent opportunity to make a self-evaluation of their strengths and weaknesses in physical fitness.

To provide a means for supplying parents with information concerning the physical fitness of their children. In

this regard, a pupil record card may be developed to serve as a means of motivating pupils, as well as informing parents.

To provide administrators with objective information that will help evaluate the physical education program in respect to physical fitness objectives.

4. Tests - Grades 8 - 12

For description of test items, directions for administering the test and an interpretation and use of test scores in Grades 8 - 12, refer to the State Board of Education Bulletin, Virginia Physical Fitness Test for Junior and Senior High Schools.

TIME ALLOCATION FOR PHYSICAL EDUCATION

36 Weeks Suggested

Grade 7*

Boys		Girls	
Item	Weeks	Item	Weeks
Orientation and testing	2	Orientation and testing	2
Conditioning	3	Soccer	5
Soccer	4	Volleyball	4
Volleyball skills to modify games	4	Basketball	5
Basketball	5	Folk and Square Dance	3
Wrestling	4	Gymnastics, stunts and tumbling	6
Stunts and tumbling	4	Track and Field	3
Track and Field	4	Softball	4
Softball	3	Individual & dual sports	3
Individual & dual sports	2	Badminton	
General testing	1	Paddle tennis	
		Table tennis	
		General Testing	1

Grade 8**

Boys		Girls	
Item	Weeks	Item	Weeks
Orientation and testing	2	Orientation and testing	2
Conditioning	2	Field hockey-Speedball	5
Touch football	4	Volleyball	4
Basketball	4	Basketball	4
Soccer	2	Modern Dance-Social Dance	3
Volleyball	3	Gymnastics, stunts and tumbling	5
Wrestling	5	Track and field	3
Tumbling and gymnastics	5	Softball	3
Track and field	4	Individual & dual sports	6
Softball	2	Archery	
Individual & dual sports	2	Badminton	
General testing	1	Paddle tennis	
		Table tennis	
		Tennis	
		General testing	1

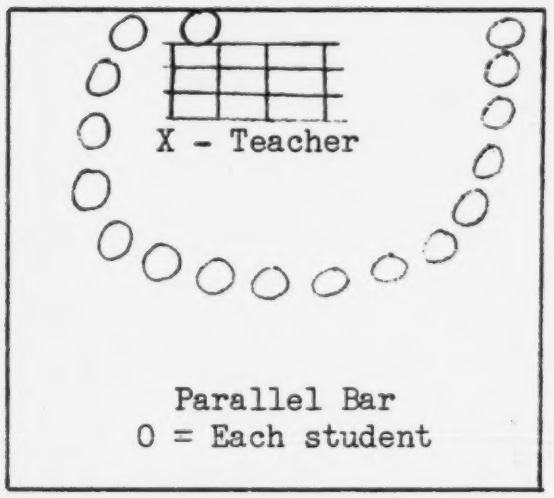
*Based on alternate day's schedule (2 weeks = 5 days)
**One week = 3 days of physical education

SECTION II

UNITS OF INSTRUCTION

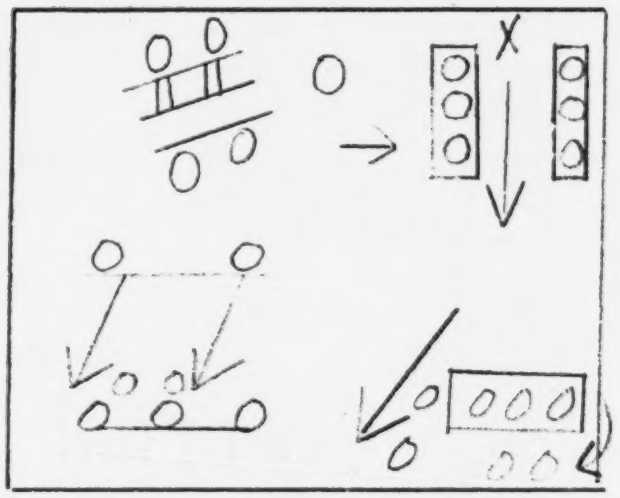
FOR INTERMEDIATE BOYS AND GIRLS

APPROACH NO. 1



One activity - One student practicing, while others wait

APPROACH NO. 2



Several activities - small groups working at stations - rotating from station to station
X=Teacher rotates when need is seen

The fallacy of the one approach and the possibilities of the other are apparent!

INSTRUCTIONAL ACTIVITY

In this guide will be found sample units of instruction which will be of help to teachers in developing sound physical education programs. These are suggestive of the grade placement of certain activities and skills.

Teachers will find that classes generally will have the ability and capacity to achieve the desired levels of participation and develop the desired levels of competency. It is understood, however, that the on-the-spot judgment of teachers, based upon careful observation of students will, and should, indicate the careful development of units of instruction in terms of the needs and capabilities of each class and the individual students.

To help teachers achieve the desired level of purposeful planning, in terms of the actual class needs and capacities, it is suggested:

1. That teachers consult the suggested units of instruction.

2. That teachers prepare their own units of instruction.

To facilitate planning by teachers, the following sample format for unit planning is provided:

UNIT OF INSTRUCTION

TITLE LENGTH OF UNIT

INTRODUCTION

- History
- Equipment
- Facilities
- Values

SKILLS

- Basic
- Emphasis
- Drills
- Relays

LEAD UP GAMES

GAME SITUATIONS AND PRACTICE

- Games
  - Offensive
  - Defensive
  - Strategy
- Practice
  - Individual Variation
  - Routines

TESTING AND EVALUATION

- Skill Tests
- Knowledge Tests

SAFETY CONSIDERATIONS OF EMPHASIS

- For teacher
- For pupil

REFERENCES

- Textual
- Audio-visual

SAMPLE DAILY LESSON

A. Normal 50 minute period

1. Dressing (5 minutes)

   a. Teacher should supervise the locker room
   b. All students should be in a clean standardized uniform

2. Roll call and announcements (1 minute)

   a. Report by squads - Four squads

```
S 4 - X X X X X X
S 3 - X X X X X X
S 2 - X X X X X X
S 1 - X X X X X X

          T
```

   (Proves most satisfactory)

   b. Roll call squads and competitive squads. Vary according to activity
   c. Important phase for discipline

3. Warm up (10 minutes)

   a. Standard set of calisthenics
   b. Specified exercises for unit

4. Teaching new activity (22 minutes)

   a. Recommend all teachers use the instructional formation illustrated at in-service training meeting

```
          S 2                S 3
      X X X X X X X X X X X X
        X                        X
        X                        X
S 1     X                        X    S 4
        X                        X
        X                        X
        X            T           X
```

   b. Demonstrate new skill
   c. Practice drills
   d. Competition or lead up game
   e. Skill test - objective as possible

f. Round Robin Competition

1 - 4 1 - 3 1 - 2

2 - 3 4 - 2 3 - 4

5. Dismissal formation: (2 minutes)

X X X X
X X X X
X X X X
X X X X

S 1 S 2 S 3 S 4

SAMPLE LESSON PLAN
(BASKETBALL)

ACTIVITY	TIME	EQUIPMENT	TEACHING POINTS
Dressing	5 min.		
Roll Call	1 min.		
Warm Up: Jumping Jack Wing Stretcher Step and Spring Squat Thrust Leg Raiser Combination - Exercise (Jogging, Sprinting in place, sit-ups, push-ups)	10 min.		
Review: Underhand Pass	5 min.	Basketball (ratio - 1 ball to 6 students)	-Grip the ball with the thumbs and fingers -For a pass from the right side, keep the right elbow well away from the body -Control the release
Chest Pass	5 min.		-Keep the elbows close to the sides -Keep the thumbs behind the ball -Grip the ball with the heel of the thumbs and the fingers
Teach: Bounce Pass	12 min.	Basketball (ratio - 1 ball to 6 students)	-Bounce the ball about 12" to the side of the opponent's feet -The rebound should be about waist high -Bounce should be 4 or 5 ft. in front of the receiver -The ball will rebound at approximately the same angle at which it strikes the floor

1. Closing Class - 2 minutes

    a. Critique the class period
    b. Dismiss the squad that lines up first
    c. Release one squad at a time for showering
    d. Equipment storage

2. Shower and Dressing - 10 minutes

    a. All students shower
    b. Teacher responsible for the locker room

SECTION III

HEALTH EDUCATION PROGRAM

EIGHTH GRADE BOYS' AND GIRLS' HEALTH EDUCATION PROGRAM

Objectives

1. To help the students realize the values of good health and the lifelong need for the preservation and development of good health.

2. To develop an understanding of his personal responsibility in protecting himself from illness.

3. To develop an understanding of the inter-relationship of the physical, mental, emotional, and social aspects of living as they bear on total health and effective living.

4. To develop an understanding of the choices he may make concerning personal habits related to health.

5. To assist the pupil in his adjustment with maturation and the environment in which he will live.

GENERAL CONTENT

I. PERSONAL HEALTH APPRAISAL (8 weeks)

A. Health screening[1]

1. Height and weight
2. Vision
3. Hearing
4. Dental screening
5. Physical disabilities
6. Immunizations

B. Physical fitness tests evaluation[2]

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[1] A Guide for School Health Services, Grades 7-12, Department of Instruction, Fairfax County Schools, Fairfax, Virginia, September 1961, pp. 9-22.

[2] Virginia Physical Fitness Test. Vol. 45, Number 5. State Board of Education, Richmond, Virginia 23216. pp. 17-19.

II. PREVENTION AND CONTROL OF DISEASE[3]

A. The importance of prevention and control of disease to the student

B. Identifying disease[4]

1. Communicable diseases
2. Constitutional diseases

C. Fighting germ diseases[5]

1. Cleanliness and healthful surroundings
2. Body's defenses
3. Care and community control (use of vaccines, toxiods and serums)
4. Treatment, obtaining medical services and information

III. HEALTH HABITS

A. Personal appearance and grooming

1. Posture[6]

a. Correct sitting, standing and walking
b. Effect of poor posture on appearance
c. Effect of poor posture on health

2. Skin care[7]

a. Care of skin
b. Appropriate use of cosmetics
c. Common skin disorders

3. Hair[8]

a. Care of hair
b. Hair style

1) Acceptable styles
2) Non acceptable styles

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[3]Health Education, State Bulletin, Grades VIII-XII, 1965. Richmond Virginia. pp. 38-53.

[4]Potomac Respiratory and Tuberculin Society.

[5]Your Health and Safety. pp. 411-425.

[6]Ibid, pp. 426-467.

[7]Ibid, p. 103

[8]Ibid, p. 104

4. Clothes[9]

    a. Appropriate for occasion and season
    b. Care of clothes

B. Diet and weight[10]

1. Adequate daily diet[11]

    a. Food needs of the adolescent
    b. Sources of vitamins

2. How food affects your weight[12]

    a. How to reduce
    b. How to gain weight
    c. How much should you weigh?
    d. Why try to control your weight?

C. Physical fitness

1. Discuss the importance of strength, coordination, and endurance to body efficiency
2. How to develop a better body build
3. What is the proper amount of exercise needed by persons of all ages
4. How physical fitness affects sports
5. Set up program of calisthenics for interested students to meet individual needs.[13]
6. Discuss physical fitness test results with each student and offer suggestions to students[14]

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[9]Ibid, p. 114

[10]Ibid, p. 33

[11]Your Health and Safety. Clemensen, Lawrence. Hoyman, Leparte, Harcourt, Brace and Company: New York, 1957. pp. 125-148.

[12]Ibid, pp. 149-154.

[13]Youth Physical Fitness. President's Council on Youth Fitness. 1961. pp.27-104.

[14]Virginia Physical Fitness for Junior and Senior High Schools. 1962. pp. 17-18.

D. Smoking [15, 16]

1. Examine reasons for smoking
2. Effects of smoking
3. The method by which this material is presented is of more importance than the content covered by the teacher
4. Activities and methods suggested by students have been highly successful in this area

    a. Sample students' suggestions

        1) Student projects

            a) Bulletin boards
            b) Skits
            c) Posters
            d) Short stories
            e) Community surveys

        2) Comic competition between smokers and non-smokers (basketball games)

E. Alcohol and narcotics[17]

1. Effect on body
2. Reasons for use
3. Alcoholism and treatment
4. Drug addiction and treatment

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[15] Your Health and Safety. pp. 321-323.

[16] American Cancer Association (films and free materials)

[17] Ibid, pp. 314-321.

IV. MENTAL HEALTH [18,19]

A. Personality

1. Components of personality
2. Factors affecting personality
3. Ways of changing personality

B. Emotions

1. Understanding of emotions
2. Development of "sense of values"
3. Dating

C. Social growth

1. Relationships with peers
2. Relationships with family
3. Dating

D. Planning for the future

1. Special abilities and aptitudes
2. Marriage

E. Mental illness

1. What is mental illness?
2. How does it develop?
3. How can it be cured?

V. PERSONAL HYGIENE AND GROWING UP[20]

Before presenting this unit, refer to the Fairfax County Schools Administrative Guide, July, 1965, pp. 14-15, B.1.164.

A. Attitudes toward subject

(It is necessary for the teacher to create a positive atmosphere)

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[18] Your Health and Safety. Clemensen, Lawrence, Hoyman, Leparte. Harcourt, Brace and Company: New York, 1957. pp. 333-407.

[19] Junior Guidance Services Booklets. Science Research Association Inc. 259 East Eric Street, Chicago, Illinois.

[20] Finding Yourself Approaching Adulthood, Facts Aren't Enough. NEA, 1201 Sixteenth St., N.W., Washington, D.C.

B. Steps of development

1. Childhood
2. Puberty
3. Adolescence
4. Adulthood

C. Characteristics of Maturity

1. Change in growth pattern
2. Secondary sex characteristics
3. Awareness of new needs and desires
4. Individual differences

D. Physiological aspects

1. Reproductive systems

a. Male
b. Female

E. Fundamentals of personal hygiene

1. Cleanliness

a. Body
b. Clothes
c. Skin care
d. Hair

F. Situations confronting the adolescent

1. Emotional adjustments
2. Social adjustments

a. Peer relationship
b. Family relationships
c. Dating

HEALTH PROGRAM

ROLE OF THE PUBLIC HEALTH NURSE[1]

I. THE NURSE SERVES AS A LIAISON WORKER

A. Between the school, home, and community in problems relating to health

1. Interprets problems to the home
2. Plans with parents for specialized medical services
3. Interprets physicians' recommendations to school and home

II. THE NURSE SERVES AS A RESOURCE PERSON TO STAFF MEMBERS

A. In the areas of physical and mental health

1. Confers with teachers, counselors, and psychologists about children with problems
2. Participates in case conferences of staff members regarding pupils having problems
3. Assists teachers in the preparation of learning materials and resource units on health education
4. Attends faculty and appropriate departmental meetings

III. THE NURSE SERVES AS A COORDINATOR

A. Of the school health records and reports

1. Provides for housing of H. E. 2 (pink sheets) after completion by teachers of health and physical education
2. Reviews defects observed by teachers (uses H. E. 2 and H. E. 3)
3. Assists in preparing records, physicians' recommendations and other findings on H. E. 1, Periodic Summary, (H. E. 2A) from H. E. 2 (pink sheets)

IV. THE NURSE PROVIDES PROFESSIONAL SUPERVISION

A. Of the school clinic room

1. Screens pupils arriving at the clinic room
2. Supervises orientation and work of pupil helpers in the clinic room (Suggestions regarding pupil helpers are noted in the memorandum.)

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[1] Health Education. State Bulletin, Grades VIII-XII, 1956, p. 34.
Expanded Nurse Services. Fairfax County Public Schools, Nov. 11, 1959.

B. Provides for administration of first aid

C. Provides for transfer of ill pupils from the school (Basically, the responsibility of the principal, but such responsibility may be delegated to the nurse, with the provision that the principal is notified immediately of such exclusion of pupil. Principal may prefer to exclude pupil, upon recommendation from nurse

D. Provides for record keeping pertaining to clinic room use

E. Initiates requisitions for clinic room supplies

F. Notifies principal or assistant when expecting to be absent from clinic room, in order that adequate coverage is assured

Note: Health and Physical Education teachers will assist in physical inspection.

SECTION IV

INTRAMURAL SPORTS

INTRAMURAL SPORTS

This section, on the intramural sports program will be of assistance in establishing a program of this nature in the intermediate school.

GENERAL ORGANIZATION. The following chart shows a schedule that allows for equal time in the available facilities for each grade level division, with respect to indoor facilities:

Monday	Tuesday	Wednesday	Thursday	Friday
*Free for school planning and faculty business	Seventh Grade Boys' Division	Seventh Grade Girls' Division	Eighth Grade Boys' Division	Eighth Grade Girls' Division

*This day may be established on any day in the week, according to the school calendar, for faculty meetings, workshops, club meeting days, etc. Holidays, non-teaching days, and special days throughout the year must be considered when making over-all plans.

1. In the case of games postponed due to inclement weather, or for other reasons, the free day may be utilized, should there be no conflict with teacher obligations.

2. The health and physical education teachers serving as supervisors for each grade level division would be on hand to insure the smooth operation of the program. It is also possible to recruit other interested faculty members, who would be more than willing to assist with the program.

3. It might be advisable and possible for the facilities to be allocated on the basis of a block of time over a three or four weeks' period, depending upon local school programs and needs.

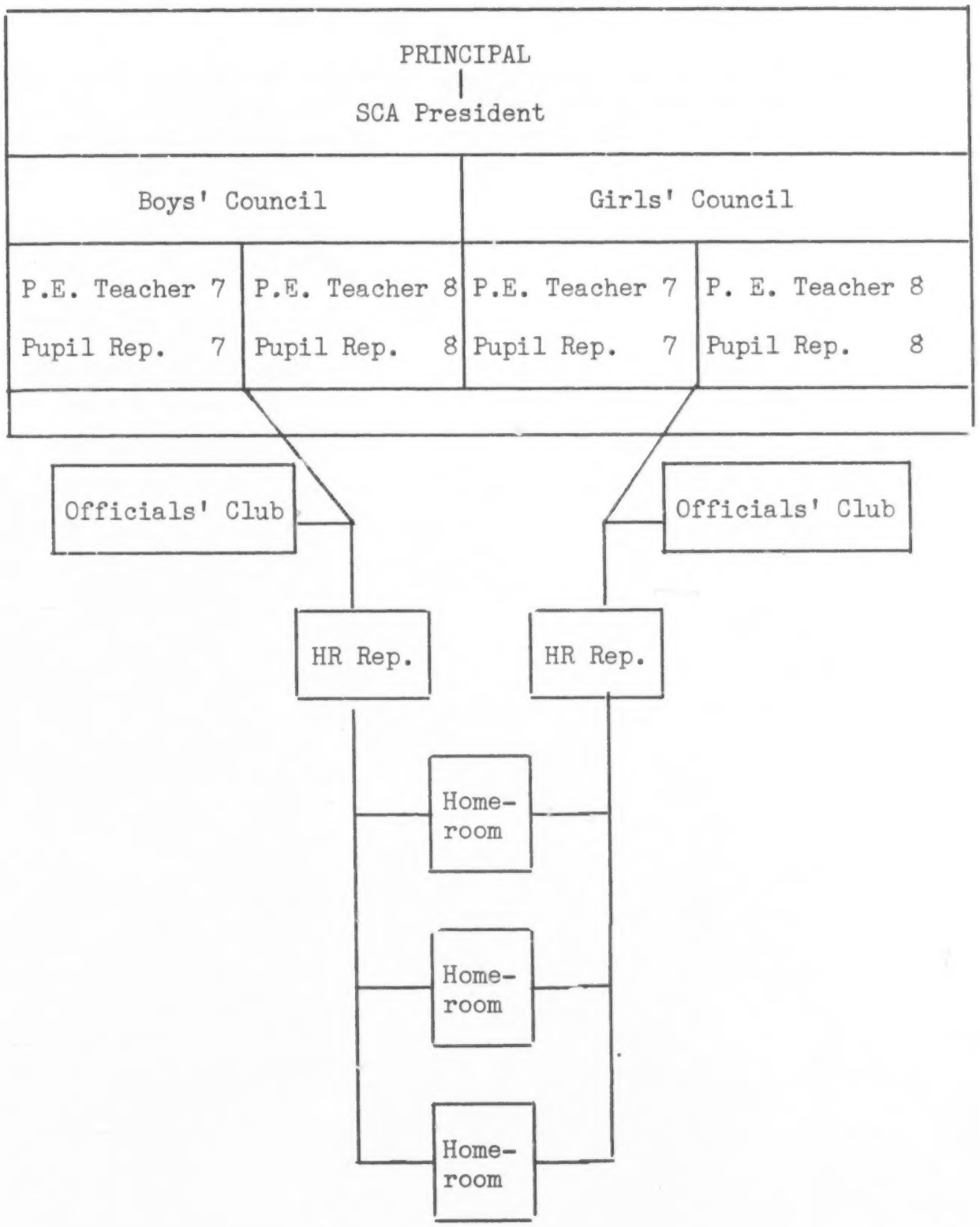
4. The above schedule would distribute teacher after-school time in a way that it would require only one afternoon each school week, and it would equally distribute the load among the staff members.

5. While team play is under way in the team game area, say for example, the gymnasium, it is possible to have simultaneously in progress one or two individual or dual activities, such as table tennis, or tumbling and stunt competition, which may be conducted in the corrective room. Another possibility, would be to have a conditioning program under way in advance of the wrestling tournament, which may be conducted while the basketball league play is in progress. With carefully

selected pupil help, officials, etc., the supervising teacher can rotate between the two areas and have several programs in progress simultaneously.

6. It is established policy that should schools be closed due to an emergency, such as snow, icy conditions, or epidemic, all afterschool activities are automatically postponed.

INTRAMURAL COUNCIL



General Notes:

1. The Intramural Council shall devise all policy which extends to the total administration of the Intramural Program, and review all protest appeals.

2. A physical education teacher shall be designated by the principal to serve as Director of Intramural sports, who shall serve as Chairman of the Intramural Council, and in addition, shall plan and devise schedules for the seasonal use of sports' facilities by the grade level use of sports' facilities by the grade level divisions of Boys' and Girls' Councils, which shall be submitted to the Intramural Council for approval and coordination.

3. Each physical education teacher shall be chairman of his, or her, grade level division and shall devise and supervise all activities in which his division shall participate; i.e., prepare league and individual schedules of competition within the time and space allocations of the total program; enlist student help as scorekeepers, timekeepters, etc.; meet with the home room representatives of his grade level division; handle all publicity; and post and record all results of league play.

4. The physical education teachers shall sponsor and supervise the Officials' Club and shall train the pupil, officials, and umpires to the highest degree of skill possible. Included, of course, is the recruitment of capable pupils and their assignment to scheduled games and activities.

CONSTITUTION

PREAMBLE

The controlling purpose of this program shall be to provide pupils with the opportunity to participate in a variety of activities which are primarily recreational yet contribute to the social, physical, and mental well-being of the individual and provide an opportunity for the individual to give expression to the skills and knowledge learned in health and physical education classes. These activities to be conducted in an organized and supervised manner with healthy competition under sportsmanlike conditions.

ARTICLE I

Section I. The name of this organization shall be the Intramural Sports Association of _____ Intermediate School.

ARTICLE II

Eligibility

Section I. Eligibility for participation in the activities of this program is conferred upon each pupil of this school and shall be withdrawn only for sufficient cause as determined by the principal, upon recommendation of a faculty member; sufficient cause shall extend to acts requiring disciplinary action, acts of poor sportsmanship, and wrongful representation of a unit of competition, but shall not be limited to these. Eligibility may be withdrawn upon recommendation of a counselor or teacher where participation is to an extent that there is a resultant loss in the scholastic attainment of a pupil.

Eligibility in team competition shall be limited to representation of the basic unit of competition as determined by the Intramural Council.

ARTICLE III

Section I. An Intramural Council consisting of all physical education teachers, the principal of the school, the president of the S.C.A., and two pupils appointed from each class level (one boy and one girl from grade seven, and the same from grade eight) shall be established. Presiding over this council shall be one of the physical education teachers, appointed by the principal as director of intramural sports.

Section II. The Intramural Council shall further subdivide into the Boys' Council and the Girls' Council, which shall be charged with the responsibility of planning and administering the boys' and girls' programs, respectively.

Section III. The Intramural Council shall be the governing body and shall hear all appeals from decisions of the Boys' and Girls' Councils, and shall formulate all program policy with respect to the total organization of this association. The Intramural Council shall be charged with the further responsibility of allocating the use of facilities and establishing a total calendar for the use of the same.

ARTICLE IV

Protests

Section I. In no case shall a protest, based upon the decision of an umpire or official, be heard. All decisions and judgments of these persons shall be final and binding on all parties.

Section II. Any protest not involving a judgment or decision of an official must be made in writing and submitted to the chairman of the Boys' or Girls' Council within 24 hours of the event, and such writing must bear the signature of the faculty member who was in attendance and supervising the participants at the time of the occurrence. and must indicate the action taken by the supervising faculty member.

Section III. Any protest that arises before or during play of any game shall be reported to the supervising faculty member at that point and play shall begin or resume immediately upon his determination. Any team refusing to follow the directions of this supervisor within a reasonable time shall default the contest; continued argument or disapproval of this decision shall also operate as default and forfeit.

ARTICLE V

Amendment

Section I. Amendment of this Constitution and its Bylaws shall be by a two-thirds vote of the Intramural Council.

BYLAWS

Section I. The basic unit of competition shall be the homeroom.

Section II. Each homeroom shall appoint or elect an intramural representative, whose duty it shall be to organize and establish the representative teams for such homeroom, and assist with the publicity of the program.

Section III. Each representative team shall elect a captain, whose duties shall consist of getting his team to scheduled games at the proper time, acting as liaison person for his team, and managing, in general, the affairs of his team.

Section IV. All members of a representative team or squad shall participate in a minimum of one-third of any contest, and in no case shall any player participate in any contest for more than one-half of such contest without relief; violations of this bylaw shall be reported to the Boys' or Girls' Council, whichever is appropriate, and penalities shall be determined in light of the circumstances of the case.

Section V. Free substitution shall be possible in all games and contests during all periods of time out and dead ball situations, and as otherwise allowed by the officials.

Section VI. In all activities of a strenuous nature requiring the expenditure of considerable energy, or sustained activity for a period of time, a physical examination should be required; until such time as it may be made mandatory for all participants.

Section VII. No pupil may play in a championship game, league, or divisional, unless he shall have previously played at least two games with the particular team of his homeroom unit that has qualified for such championship game. New transfer pupils are expressly excluded from the operation of this section.

Section VIII. Officials shall be selected and certified by the physical education teacher in charge after necessary instruction and orientation. Such certified officials shall become members of the Officials' Council, which will assign officials to all necessary contests, with the approval and cooperation of the certifying teacher. Membership and service in the Officials' Council shall be a basis for earning participation points in the point system as enacted.

Section IX. The Intramural Council shall have the final decision on the establishment of any awards to be presented for participation and recognition in the intramural sports program. Only in very exceptional cases should individual awards be created.

Section X. Matters up for decision before the Intramural Council shall be decided upon reaching a vote of a majority of members of the council present at meetings called by the chairman of the council.

Section XI. Meetings shall be held monthly as planned by the council, or when called by the chairman upon notification of all members; the first such meeting to be called within the first two weeks after the opening of school.

Section XII. All matters pertaining to the utilization of facilities, finances, and affecting the total school program shall be subject to the approval of the principal.

Section XIII. Records of total participation in individual, dual and team activities shall be maintained by the teacher supervising each grade level division and shall be submitted to the director of intramural sports for consolidation and summarization.

SUGGESTED ACTIVITIES

Group and Team Activities:

	Boys	Girls
FALL	1. Soccer 2. Touch Football	1. Fieldball 2. Speedball 3. Soccer and/or Hockey
WINTER	1. Volleyball 2. Basketball 3. Wrestling*	1. Volleyball 2. Basketball
SPRING	1. Softball 2. Track and Field	1. Softball 2. Track and Field

*This activity requires great care in scheduling and pairing. Participants should undergo a training period of sufficient length prior to competing. Height, weight, and age will have to be taken into account when pairing competitors and classes of competition will have to be set up with great care and caution.

Individual and Dual Activities:

Boys and Girls*

1. Archery
2. Badminton
3. Bowling
4. Checkers
5. Chess
6. Dance Competition
7. Foul Shooting
8. Gymnastics
9. Horseshoes
10. Play days
11. Relays
12. Shuffleboard
13. Tennis
14. Deck Tennis
15. Paddle Tennis
16. Table Tennis
17. Tumbling and Stunts

Note: The above lists are suggested; however, they are not all-inclusive. Pupil interest surveys would be appropriate and meaningful.

*It is suggested that there be a fall, winter, and spring "Sports Day" to further the pupils' interests and skills developed in physical education classes. These may be centered around the major activities of the season.

SCHEDULING COMPETITION

Excellent materials may be found in the Guide on page 283, which will be of invaluable assistance in setting up actual league schedules. The choice of the type of league play or tournament should follow the determination of the number of entries, the span of time over which league play shall continue, and the number of games most suitable for the level and type of competition.

Teachers of physical education who are supervising each boys' and girls' division within a grade level will have approximately sixteen units of about fifteen pupils each. Where homerooms are small, pupils from two homerooms may join forces to make up a single unit of competition, although it is not believed that such will be necessary.

An acceptable procedure for scheduling intramural activities may take the below form until such time as the school effects one more suitable for its own local situation:

1. The Intramural Council formulates over-all plans for intramural participation, including the determination of the activities to be encompassed by the program, the establishment of the calendar for the use of facilities and the total coordination of the activities of the Boys' and Girls' Councils.

2. Each physical education teacher, with the assistance of his pupil helpers, would publicize the division plans for activity through the homeroom representatives, who would conduct the business of organizing and entering teams in the projected league play.

3. With the known number of entries, the specific league schedule of play would be devised; and copies of such schedule would be made and sent to the homerooms, as well as being posted on bulletin boards in suitable locations.

Sports and activities requiring considerable physical endurance and exertion should be publicized well in advance, and as one of the pre-requisites, each participant should take part in a conditioning program, which should be under the immediate supervision of the teacher. Such a policy will protect the pupil from possible organic injury and, in addition, should enhance the results gained.

OFFICIALS AND UMPIRES

The intermediate school should have little difficulty in obtaining a sufficient number of boys and girls to officiate the games and contests. The selection and assignment of these pupils should have privilege status, with possible recognition in the form of points awarded toward a selection of outstanding pupils for service and performance in the school.

The success of the program will largely depend upon the quality of performance established by these pupils. Selection and assignment should be in advance of league play, with ample time for those selected to attain some degree of mastery of game rules and officiating techniques. Most officiating problems will arise in situations where a pupil is given a whistle and asked to referee a game about to commence. These "on the spot" assignments should be discouraged in every possible case, as the respect for officials and the quality of officiating will diminish to the point that it might seriously affect the success of the intramural program. In these emergency situations where the assigned official is absent or late, it might be better for the supervising physical education teacher to assume the role of official rather than entrust the responsibility to an untrained and inexperienced pupil.

Several weeks in advance of league play, it might be well to set up clinics at which rules and interpretations will be discussed, as well as the techniques of game control. Materials covering the applicable rules may be given the selected pupils. Professional officials in the Officials Associations of Northern Virginia would be more than willing to act as resource persons and possibly as instructors in this clinic program. Contact with these associations may be made through the Director of Health, Physical Education and Athletics of the nearest Fairfax County High School in your community area, or by direct contact with the Officials Association.

Some distinguishable mode of dress or uniform should be selected and procured for, or by, the pupil and officials, and this uniformity should be followed to the fullest extent possible. It is very true that this degree of uniformity, however slight, will accord the official somewhat greater respect and authority than is possible should he be wearing a gym suit or street clothes.

MEDICALLY EXCUSED PUPILS

Pupils who are not participating in the physical education and intramural programs for medical reasons, are urged to join the activities as non-playing members; i.e., as referee, umpire, manager, scorekeepers, and timekeepers.

S E C T I O N V

PHYSICAL EDUCATION

sample

Units of Instruction

INTRODUCTORY NOTE

Physical Education

Units of Instruction

The following units of instruction in physical education activities have been designed to assist teachers in planning effective units of instruction. These are suggestive and reflect in detail the attention devoted to specific school instruction at the various grade levels. The letters "I" and "R" used in this section are included to provide articulation between the seventh and eighth grade programs. "I" indicates that the skill should be initiated at the grade level indicated, while "R" means that the skills should be reviewed and expanded.

Teachers will find the following suggested units of instructions are very beneficial since they include brief references to the bibliography, the safety procedures, the introduction and history, and suggestions for evaluation and testing in each unit of instruction.

The term "Guide" used hereafter refers to Physical Education for Virginia Secondary Schools, Vol. 47, No. 9, March, 1965. Published by the State Board of Education, Richmond, Virginia.

ARCHERY

Girls - Grade 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Niemeyer, Roy K. Beginning Archery
b. Miller, Donna Mae and Ley, Katherine L. Individual and Team Sports for Women.
c. The Athletic Institute. Instructor's Guide for Archery.

2. Audio-visual

The Athletic Institute. Archery Filmstrip - shooting, history, aiming, rules.

B. Safety

1. Class organization - highly formalized
2. Discipline - teacher controlled
3. Placement of targets
4. Assignment of proper and safe equipment
5. Omit practice when substitute teacher is in charge

C. Equipment

1. Minimum requirement

a. Arrows - 6 arrows per bow
b. Quivers - 1 quiver per bow
c. Bows and strings - 2 students per bow
d. Arm guards - 1 per student
e. Finger tabs - 1 per student
f. Targets and faces - 4 bows per target
g. Target stands - 1 per target

2. Care and storage

II. INTRODUCTION

A. History

B. Values

1. Lifetime carry-over
2. Arm and shoulder girdle strength
3. Posture
4. Sight and aim
5. Community opportunities

C. Selection and care of equipment

III. SKILLS

A. Individual

1. Bracing and unbracing bow
2. Seven steps in shooting

a. Stance
b. Nock
c. Draw
d. Anchor
e. Aim
f. Release
g. Hold

3. Removing arrows from target and ground

B. Drills

1. Mimetics - with and without bow
2. Change of distance

C. Game situation and play

1. Knowledge

a. Rules
b. Terminology
c. Etiquette
d. Scoring

2. Rounds

IV. TESTING AND EVALUATION

A. Skill tests

1. Scores - achievement scales
2. Observation of form

B. Knowledge test

1. History
2. Care and selection of equipment
3. Principles of shooting
4. Serving
5. Etiquette

BADMINTON

Grades 7 and 8

Girls and Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Friedrich, John and Ratledge, Abbie. Beginning Badminton.
b. Miller, Donna Mae and Katherine Ley. Individual and Team Sports for Women.
c. DGWS, AAHPER, Current. Tennis - Badminton Guide
d. Scott, M. Gladys and Esther French. Measurement and Evaluation in Physical Education.

2. Audio-visual

a. Let's Play Badminton (16 minutes). Sound, Color free loan. General Sports Craft Company.
b. Badminton Filmstrip - Athletic Institute - $3.00 rental.

B. Safety

1. Class organization
2. Proper equipment and facilities

C. Equipment

1. Racquets - one (1) per student
2. Shuttlecocks - many

II. INTRODUCTION

A. History

B. Values

1. Lifetime carry-over
2. Stamina, speed, agility

C. Community opportunities

D. Care and selection of equipment

III. SKILLS

A. Individual

	7	8
1. Grip	I	R
2. Footwork	I	R
3. Strokes - forehand and backhand		
a. Drive	I	R
b. Clears - short and long	I	R
(1) Underhand		I
(2) Overhand		I
4. Serve	I	R
5. Drop		I

B. Drills

1. Mimetics
2. Partners
3. Mass participation
4. Use of wall
5. Special markings on court for accuracy

C. Lead up games

1. Miller, Donna Mae and Katherine Ley. Individual and Team Sports for Women
2. Guide

D. Game situation

1. Knowledge

a. Rules for doubles
b. Terminology
c. Scoring
d. Etiquette

2. Play doubles

IV. TESTING AND EVALUATION

A. Skill tests

1. Standardized tests
2. Scott, M. Gladys, and Esther French. Measurement and Evaluation in Physical Education

B. Knowledge test

1. History
2. Care and selection of equipment
3. Scoring
4. Etiquette

BASKETBALL

Grades 7 and 8

Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide. pp 51-62
2. DeWitt, R. I. Teaching Individual and Team Sports. pp. 64-85
3. Creative Education Society, Inc. Learning How - Basketball.

B. Safety

1. Use glass guards
2. Use gym shoes
3. Remove obstacles, clean floor
4. Hang protective mats behind baskets

C. Equipment

1. Twelve (12) basketballs
2. Indoor and outdoor facilities

II. INTRODUCTION

A. History

1. DeWitt, R. I. Teaching Individual and Team Sports. pp 64-85.
2. Guide

B. Values

1. Team play
2. Incorporates most fundamental movements
3. High student interest

III. SKILLS

	7	8
A. Individual		
1. Passing		
a. With one hand	I	R
b. With two hands	I	R
c. Bounce	I	R
2. Catching	I	R

BASKETBALL

	7	8
3. Shooting	I	R
a. Lay up	I	R
b. One-hand set	I	R
c. One-hand jump		I
d. Free throw	I	R
B. Drills		
1. Pearson, George B. Methods of Teaching the Fundamental Skills of Team Sports. pp. 49-61		
2. Teacher divised		
a. One on one		
b. Two vs two		
c. Peripheral vision		
d. Foot work		
e. Passing		
f. Rebounding		
g. Shooting		
C. Lead up games		
1. Mass games		
2. Mass soccer		
3. Tug-of-war		
4. Relays		
5. Distance races		
D. Game situations		
1. Offense	I	R
a. Fast break		I
b. Ball control	I	R
2. Defense	I	R
a. Zone	I	R
b. Man-to-man		I
3. Game strategy		I

IV. TESTING AND EVALUATION

A. Skill tests

1. DeWitt, R. I. Teaching Individual and Team Sports. pp 83-85.
2. Guide

B. Knowledge tests

BASKETBALL

Grades 7 and 8

Girls

I. TEACHER'S RESPONSIBLITIES

A. References

1. Books

a. Meyer, Margaret and Marquerite M. Schwarz. Team Sports for Girls and Women.
b. Bell, Mary M. Women's Basketball.
c. Basketball Guide. DGWS, current.
d. Black, O. William and Ann Voly. Lead-Up Games to Team Sports.

2. Audio-visual

a. Basketball - Girls Filmstrip - Athletic Institute
b. Basketball Techniques for Girls - State Department

B. Safety

1. Teach body control
2. Check student dress

a. Proper shoes
b. Use of glasses guards
c. Check fingernails
d. No jewelry

3. Check facility for open doors, etc.

C. Equipment

1. As many basketballs as possible
2. A minimum of eight (8) balls

II. INTRODUCTION

A. History

B. Values

1. Incorporates most fundamental movements: running, stopping, evading, jumping, hopping, rebounding, catching, bending, turning, and stretching
2. Endurance, arm and shoulder strength, leg strength
3. Cooperation, competition, and acceptance of officials' decisions
4. Perception of teamwork

III. SKILLS

	7	8
A. Individual		
1. Passing		
a. One-hand underhand toss	I	R
b. One-hand side underhand		I
c. Overhead pass		I
d. Chest pass	Elem.	R
e. Shoulder pass	Elem.	R
f. Bounce pass	I	R
2. Catching		
a. Below the waist	I	R
b. Above the waist	I	R
3. Goal shooting		
a. Push or chest shot	I	R
b. Two-hand underhand	I	R
c. Lay-up	I	R
4. Guarding - player to player	I	R
5. Direction change and stop	I	R
6. Jumping and rebounding	I	R
7. Faking - losing opponent	Elem.	R
8. Jump balls	I	R
9. Pivot	I	R
10. Dribble	I	R

B. Drills

1. For passing and/or shooting

   a. Stationary player to stationary target
   b. Moving player to stationary target
   c. Stationary player to moving target
   d. Moving player to moving target

C. Lead up games - Blake, Q. William and Anne Volp. Lead Up Games to Team Sports.

D. Game situation

1. Rules
2. Strategy

   a. Jump ball
   b. Out-of-bounds side and end line

3. Regulation game

IV. TESTING AND EVALUATION

A. Skills

1. Passing - Scott, M. Gladys, and Esther French. Measurement and Evaluation in Physical Education.
2. Shooting - Scott, M. Gladys, and Esther French. Measurement and Evaluation in Physical Education.

B. Knowledge

1. History
2. Rules
3. Terminology

CONDITIONING

Grades 7 and 8

Boys and Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide. pp. 241-250.
2. President's Council on Youth Fitness. The Motivation Factor.
3. Wadsworth Publishing Company. Beginning Conditioning. Mathews
4. Sears and Roebuck Company. Circuit Training.
5. President's Council. Youth Physical Fitness.
6. Plan for Physical Fitness. Royal Canadian Air Force.

B. Safety

1. Observe pupils to avoid overexertion
2. Analyze HE-1 to note any health deficiencies

C. Equipment

1. Use existing facilities
2. Improvise

II. INTRODUCTION

A. History

B. Organization and rules - see references

C. Values

1. Fitness is needed for success and enjoyment of the overall physical education program
2. Each student starts at his own level and success is immediate
3. Conditioning improves health, physical appearance and instills confidence in the individual

III. SKILLS

A. Individual skill components

1. Running

a. Speed
b. Endurance
c. Agility

2. Shoulder strength
3. Abdominal strength
4. Flexibility
5. Balance
6. Jumping

B. Drills

1. Circuit training
2. Distance running
3. Combatives
4. Obstacle course (indoor and outdoor)
5. Grass drills
6. Weight training

FOLK AND SQUARE DANCE

Grade 7

Boys and Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Guide: 1955. pp. 131-196
b. Harris, Hane and others. Dance Awhile. pp 130-215

2. Honor Your Partner Albums. Square Dance Associates. Fairfax County Instructional Media Center.

B. Equipment

1. Record player
2. Records
3. Good strong voice
4. Patience

II. INTRODUCTION

A. Cultural background of dances

B. Values

1. Rhythmic activity
2. Social implications
3. International flavor
4. Graceful body movement

III. SKILLS

A. Folk dance

1. Work
2. Two-step
3. Scottish
4. Waltz
5. Polka

B. Square dance

1. Honor
2. Swing
3. Do-si-do
4. Promenade

5. Circle
6. Allemande
7. Grande right and left
8. Calls specific to dance chosen

C. Drills

1. Walk through
2. Listen to music
3. Dance to music - slow tempo is possible
4. Add a flair

IV. TESTING AND EVALUATION

A. Observation

B. Participation

MODERN AND SOCIAL DANCE

Boys and Girls

Grade 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Guide. 1955. pp. 197 - 215 and 159 - 160
b. Lockart, Aileene. Modern Dance - Building and Teaching Lessons.

2. Audio-visual aids

a. Ballroom Dance Records. Burns Record Co., 755 Chickadee Lane, Stratford, Conn.
b. Music for Dance Album, G. L. M. Productions, 11400 Berwick St., Los Angelos, California.

B. Equipment

1. Record player
2. Records
3. Drum and/or rhythm sticks

II. INTRODUCTION

A. History

B. Values

1. Experience
2. Develops rhythmic perception and precise response
3. Provides opportunity to create simple original patterns
4. Leads up to free exercise
5. Social implications
6. Incorporates most fundamental movements

III. SKILLS

A. Modern dance

1. Locomotor movement
2. Axial movement
3. Levels of movement
4. Qualities of movement

B. Social dance

1. Fox trot
2. Waltz
3. Cha Cha
4. Tango
5. Polka

C. Drills

1. Listen to music
2. Group practice
3. Individual practice
4. Partner practice
5. Mimetics

IV. TESTING AND EVALUATIONS

A. Observations

B. Participation

TOUCH FOOTBALL

Boys

Grade 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide. pp. 102-112
2. Sports Illustrated Book of Football.
3. Learning How - Football, Creative Education Society, Inc.
4. Methods of Teaching the Fundamental Skills of Team Sports. Pearson.

B. Safety

1. Do not permit students to leave their feet
2. Clear field of obstacles
3. Warm up properly

C. Equipment

1. Ten (10) footballs (1 per 5 students)
2. Recommend flag belts

II. INTRODUCTION

A. History

B. Organization and Rules - see references

C. Values

1. Teaches teamwork
2. Develops strength, stamina and courage
3. Develops ability to give and take

III. SKILLS

A. Individual offense

1. Passing

a. Overhand pass
b. Underhand pass
c. Center snap-back

2. Catching

a. Moving away from the passer
b. Moving toward the passes
c. Catching a punted ball

3. Blocking
4. Kicking

a. Punt
b. Kick off
c. Extra point

B. Individual defense

1. Touch tackling - including play football
2. Defensive line play
3. Pass defense
4. Kick off - punt and kick off

C. Drills

1. Passing drill
2. Centering and receiving drill
3. Running drill
4. Punting drill

D. Lead-up games

1. Football relays
2. Football goal kicking
3. Pass game
4. Flashball
5. Pass back

E. Game situation

IV. TESTING AND EVALUATION

A. Skill tests

1. AAHPER Football Tests
2. N. E. A. Publication Sales, 1201 Sixteenth St., N.W. Washington, D.C.

B. Knowledge tests

1. Physical Education Handbook, Seaton, Clayton, Leibee and Messersmith.
2. A Manual of Physical Education Activities. Fait, Shaw, Fox and Hollingsworth.

GYMNASTICS

Boys

Grade 7 and 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide. pp. 167-198
2. Rysel, Otto E. Teacher's Manual for Tumbling and Apparatus Stunts.
3. U. S. Gymnastic Federation. Age Group Gymnastic Workbook.

B. Safety

1. Always use a spotter
2. Follow a definite progression
3. Daily check of equipment
4. Proper clothing
5. Class organization
6. Sufficient mats

C. Equipment

1. Horizontal bars
2. Parallel bars
3. Balance beam
4. Mats

II. INTRODUCTION

A. History

B. Safety

C. Values

1. Opportunities for self testing and self understanding
2. Balance, flexibility and strength
3. Body control, precision and coordination
4. Wide range of adaptability

III. SKILLS

	7	8
A. Horizontal bar		
1. Hangs		I
2. Swing		I
3. Chins		I

		7	8
4.	Skin the cat		I
5.	Nest hang		I
6.	Front pull over		
7.	Single-knee circle		

B. Parallel bars

1.	Dips		I
2.	Hand walk		I
3.	Hand hop		I
4.	Cross saddle seat		I
5.	Swing		I
6.	Single leg cut on (mount)		I
7.	Rear dismount		I
8.	Cross bar balance		I
9.	Forward roll		I

C. Balance beam

1.	Walk		I
2.	Hop		I
3.	Cat walk (forward and backward)		I
4.	Turn		I
5.	Scale		I

IV. TESTING AND EVALUATION

A. Skill tests

1. Age Group Gymnastic Workbook - see references
2. Teacher devised
3. Pupil devised routines

GYMNASTICS

Girls

Grade 7 and 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Drury, Blanche, and others. Gymnastics for Women.
b. Hughes, Eric. Gymnastics for Girls.
c. Age Group Gymnastics Workbook. U. S. Gymnastics Federation.
d. Yeager, Patrick. A Teachers Guide for Women's Gymnastics.
e. Gymnastics Guide - D. G. W. S.
f. First National Institute on Girls Sports. AAHPER, 1965.

2. Audio-visual

a. Gymnastics for Girls and Women - filmstrip. Athletic Institute.
b. Official Gymnastics Guide, D.G.W.S. - current
c. Music for Competitive Free Exercises - 12" Educational Recordings of America, Inc.

B. Safety

1. Always use a spotter
2. Follow a definite progression
3. Daily check of equipment
4. Proper clothing
5. No jewelry
6. Class organization

a. Safe distance from work
b. Proper placement of equipment

7. Close supervision and formal discipline
8. Sufficient mats

C. Equipment

1. Mats
2. Balance beam
3. Uneven parallel bars
4. Horse
5. Vaulting Box
6. Horizontal ladder
7. Ropes

II. INTRODUCTION

A. History

B. Safety

C. Values

1. Opportunities for self-testing and self-understanding
2. Balance, flexibility, strength
3. Body control, poise, precision, and coordination
4. Develops physical courage
5. Opportunity to be creative
6. Wide range of adaptability
7. Realize the need for helping and safeguarding others

D. Community opportunities

III. SKILLS

	7	8
A. Balance Beam		
1. Mounts		
a. Straight arm support	I	R
b. Crotch seat	I	R
c. Squat	I	R
d. Straddel		I
e. One knee	I	R
2. Movement on beam		
a. Walk and Hop	I	R
b. Runs	I	R
c. Skips	I	R
d. Jumps	I	R
e. Turns (pivot, pirouette)	I	R
f. Balance seat	I	R
g. Front scale	I	R
h. Knee scale	I	R
i. Back shoulder scale		I
3. Dismounts		
a. Jump off	I	R
b. Side seat	I	R
c. Front vault	I	R
d. Straddle jump		I
B. Uneven parallel bars		
1. Mounts		

		7	8
a.	Straight arm support	I	R
b.	Straddle to low bar from hang on high bar	I	R
c.	Cross stride mount		I
2.	Movement on bars		
a.	Right leg over bar	I	R
b.	Crotch seat	I	R
c.	Seat balance	I	R
d.	One leg squat	I	R
e.	Squat stand on low bar to front support on high bar - (one leg stem rise)		I
f.	Swan support - high bar	I	R
g.	Thigh rest	I	R
h.	Double leg bounce to straight arm support		I
i.	Arch back		I
j.	Knee swing	I	R
k.	Crotch circle		I
l.	Back hip circle		I
m.	Russian ankle pivot (basket)		I
3.	Dismounts		
a.	Cast off low bar with one-fourth twist	I	R
b.	Single leg flank	I	R
c.	Rear vault with one-fourth turn	I	R
d.	Forward roll off high bar		I
e.	Underswing low bar	I	R
f.	Flank vault low bar		I
g.	Underswing high bar	I	R
h.	Shoot through over low bar	I	R
i.	Hawk dismount		I
j.	Skin-the-cat	I	R
C.	Horse or vaulting box		
1.	Squat stand - jump off dismount	I	R
2.	Squat vault	I	R
3.	Flank vault	I	R
4.	Front vault	I	R
5.	Straddle vault		I
D.	Free exercise		
1.	Review tumbling skills		
2.	Review basic movement skills		
a.	Knee scale	I	R
b.	Split	I	R
c.	Straddle lean	I	R

	7	8
d. Body sweep	I	R
e. Balance seat	I	R
f. Front scale	I	R
g. Turns	I	R
h. Jumps	I	R
i. Leaps	I	R
j. Needle scale		I
k. Swedish fall		I
l. Body wave	I	R
m. Walk over		I
n. Back extension	I	R
3. Floor patterns	I	R
4. Movement with music	I	R
E. Horizontal ladder (Incidental)		
1. Walk hand-over-hand	I	R
2. Skin-the-cat	I	R
3. Knee hang	I	R
F. Ropes (Incidental)		
1. Knee foot grasp	I	R
2. Rope climb with knee foot grasp	I	R

G. Drills

1. Individual practice
2. Routines - see Age Group Gymnastics Workbook

IV. TESTING AND EVALUATION

A. Skills

1. Check sheets
2. Observation of routines

FIELD HOCKEY

8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Miller, Donna and Ley, Katherine. Individual Teams.
2. Mackey, Helen T. Field Hockey.
3. Powell, Agneta M. Hockey Stick Work Games and Rotations.
4. Field Hockey - Lacross Guide - DGWS - current
5. Refer to current Fairfax County and State Guide for audio-visual aids

B. Safety

1. Sticks in safe condition
2. Proper clothing
   a. Shin guards
   b. Use glass guards
3. Goal keeper properly attired
4. Modify "sticks" rule from shoulder to waist
5. Field free of obstructions

C. Equipment

1. One stick per student
2. One ball for every two students
3. Goal keeping equipment
4. Shin guards for each student
5. Goal cages

II. INTRODUCTION

A. History

B. Values

1. Cardio-vascular-respiratory endurance
2. Incorporates many fundamental movements: running, stopping, evading, bending, turning, stretching
3. Cooperation, competition, and acceptance of officials' decisions
4. Perception of teamwork

C. Selection and care of equipment

D. Community opportunities

III. SKILLS

A. Individual

1. Grip and holding stick
2. Dribble
3. Push pass

a. To left
b. To right

4. Straight tackle
5. Fielding or controlling ball
6. Bully

B. Drills - See Powell, Agneta M. Hockey Stick Work Games and Rotations.

C. Lead up games - See Miller, Donna and Ley. Katherine. Individual and Team Sports for Women

D. Game situations - modified and regulation

1. Positions
2. Rules
3. Courtesies

IV. TESTING AND EVALUATION

A. Skill tests

1. Rating scales
2. Progress charts

B. Knowledge

1. History
2. Care and selection of equipment
3. Rules
4. Courtesies
5. Terminology

SOCCER

7th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Miller, Donna and Ley, Katherine. Individual and Team Sports for Women.
b. Soccer - Speedball Guide, DGWS, Current

2. Audio-visual - Soccer for Girls - Fairfax County

B. Safety

1. Field free of obstructions
2. Proper shoes

C. Equipment

1. One (1) ball for every four students
2. Goal posts

II. INTRODUCTION

A. History

B. Values

1. Incorporates many fundamental movements: running, kicking, stopping, turning, and stretching
2. Balance, speed and endurance
3. Strength of body and legs
4. Cooperation, competition, and acceptance of officials' decisions
5. Perception of teamwork and opportunities for leadership

III. SKILLS

A. Individual

1. Dribble
2. Passing - inside of foot

3. Trapping

    a. Foot
    b. Knee

4. Blocking - body
5. Marking and covering
6. Kicking

    a. Inside of foot
    b. Punt
    c. Place kick

7. Volleying

    a. Foot
    b. Knee

8. Tackle - straight on

B. Drills

1. Dribbling
2. Passing
3. Shooting

    a. Stationary player to stationary player
    b. Moving player to stationary player
    c. Stationary player to moving player
    d. Moving player to moving player

C. Lead up games

1. State Elementary Guide
2. Fairfax County Elementary Guide
3. Miller and Ley, Individual and Team Sports for Women

D. Game situations

1. Rules
2. Kick-in play
3. Free kick
4. Corner kick
5. Penalty kick
6. Position play
7. Regulation game

IV. TESTING AND EVALUATION

A. Skill tests

1. Miller and Ley, Individual and Team Sports for Women
2. Soccer - Speedball Guide, DGWS

B. Knowledge

1. Rules
2. Strategy
3. Terminology
4. History

SOCCER

7th and 8th Grade

Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Soccer - Annapolis, Maryland, U. S. Naval Institute, 1953
2. NCAA - Soccer Rule Book
   National Collegiate Athletic Bureau, Box 757,
   Grand Central Station, New York, New York

B. Safety

1. Discourage unnecessary roughness
2. No street shoes permitted
3. Eliminate glasses - issue glass protector
4. Make sure the field is free of obstacles

C. Equipment

1. Minimum - eight (8) soccer balls per class
2. Portable goals

II. INTRODUCTION

A. History

B. Organization and Rules

C. Values

1. Soccer develops stamina, courage, and agility
2. It provides a chance for all to participate, regardless of size

III. SKILLS

A. Individual	7	8
1. Dribbling	I	R
a. Inside of foot	I	R
b. Outside of foot	I	R

	7	8
2. Kicking		
a. Kick off	I	R
b. Free kick	I	R
c. Corner	I	R
d. Penalty kick	I	R
e. Instep kick	I	R
f. Punt	I	R
3. Passing		
a. Side	I	R
b. Forward	I	R
c. Backward	I	R
4. Trapping		
a. Foot	I	R
b. Knee	I	R
c. Relaxed leg trap	I	R
d. Body trap	I	R
5. Heading	I	R
6. Tackling	I	R
a. Sole of foot	I	R
b. Side tackle	I	R
7. Blocking	I	R
8. Goal tending	I	R

B. Drills

1. Physical Education Grades VIII - XII. State Department of Education, 1965, Richmond, Virginia. pp. 75; hereafter, referred to as Guide, VIII - XII. Soccer: heading, kicking, trapping, dribbling, blocking, passing and goal tending, pp. 122 - 130.

2. Pearson, George B. Methods of Teaching the Fundamental Skills of Team Sports.

C. Lead up games[1]

1. Keep up
2. "It" game
3. Relays

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[1]Pearson, op. cit., pp. 136 - 149.

D. Game situations

1. Offense
2. Defense

IV. TESTING AND EVALUATION

A. Skill tests

1. Reference - DeWitt. Teaching Individual and Team Sports.
2. Game results
3. Teacher observation

B. Knowledge

1. Rules
2. Scoring

SOFTBALL

7th and 8th Grade

Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide (pp. 87 - 96)
2. Pearson, Team Sports (pp. 18 - 47)
3. DeWitt. Teaching Individual and Team Sports.
4. Physical Education Handbook (SELM) (pp. 147 - 152)

B. Safety

1. No sliding or stealing
2. Never lose control of bat
3. Avoid collisons
4. Catchers should always wear a mask
5. Regulation gym shoes
6. All players should remain a safe distance from batter

C. Equipment

1. Bats (1 per 3 students)
2. Balls (1 per 2 students)
3. Bases (1 set per 20 students)
4. Masks (1 per 20 students)
5. Mitts (1 per 10 students)

II. INTRODUCTION

A. History

B. Organization and Rules - see references

C. Values

1. A recreational carry-over activity which develops teamwork and sportsmanship; can be played with limited equipment.
2. Variations of softball can be played indoors
3. An excellent carry-over activity to post-school life with a wide appeal to all ages

III. SKILLS

	7	8
A. Individual skills		
1. Throwing	I	R
a. Pitching	I	R
b. Outfield throws		I
c. Catcher's throws		I
d. Infield throws		I
2. Catching		
a. Above the waist	I	R
b. Below the waist	I	R
c. Fly ball	I	R
d. Ground ball	I	R
e. Catcher's stance		I
3. Technique of batting		
a. Holding	I	R
b. Stance	I	R
c. Bunting		I
B. Drills		
1. Pepper games	I	R
2. Fungo (infield and outfield)	I	R
3. Batting practice	I	R
4. Base running drills		I
C. Lead up games		
1. Kick ball	I	R
2. Pepper batting relay		I
3. Work up game	I	R
D. Game situation		
1. Defense strategy		I
2. Offense strategy		I

IV. TESTING AND EVALUATION

A. Skill Tests

1. DeWitt, op. cit., pp. 288 - 309
2. AAHPER Softball skill test

B. Knowledge tests

1. Physical Fitness Handbook SCIM
2. Physical Education Activities

SOFTBALL

7th and 8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Meyer, Margaret and Schwarz, Team Sports for Women
b. Kneer, Marian, and others, Softball
c. Selected Softball Articles, DGWS
d. Softball Guide, DGWS, current

2. Audio-visual

a. Softball for Girls - State
b. Softball Fundamentals - Fairfax County

B. Safety

1. Proper protective clothing

a. Chest protector and mask
b. Glasses guards

2. Equipment in good condition

a. Grips on bats
b. Check for splintered and/or cracked hats

3. Class organization

a. Students not in the field should be a safe distance from the batter.
b. Sufficient space between groups during drills

C. Equipment

1. Chest protectors and face mask
2. A bat for every five girls
3. A ball for every two girls
4. Gloves
5. Bases and home plate
6. Backstop

II. INTRODUCTION

A. History

B. Values

1. Recreational use
2. Incorporates fundamental movements: running, throwing, catching, and striking
3. Arm and shoulder strength
4. Opportunities for leadership

C. Community Opportunities

III. SKILLS

	7	8
A. Individual		
1. Catching	I	R
a. Above waist		
b. Below waist		
2. Throwing		
3. Batting	I	R
4. Fielding	I	R
a. Ground balls		
b. Fly balls		
5. Base running	I	R
6. Pitching	I	R

B. Drills

1. See Meyer and Schwarz, Team Sports for Women
2. Stress ball handling and batting

C. Lead up games

1. See Blake and Volp, Lead Up Games to Team Sports
2. See current DGWS Softball Guide

D. Game situations

1. Rules
2. Position

	7	8
a. Field positions		I
b. Backing up		I
3. Force-out and tag-out		
4. Overrunning bases		I

IV. TESTING AND EVALUATION

A. Skills tests - see Scott and French, Measurement and Evaluation in Physical Education

B. Knowledge tests

1. Rules
2. Safety
3. Sportsmanship
4. History

SPEEDBALL

8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Miller, Donna and Ley, Katherine. Individual and Team Sports for Women.
b. Soccer - Speedball Guide, DGWS, current

2. Audio-visual

a. Speedball for Girls - State
b. Speed-a-Way for Girls - State

B. Safety

1. Field free of obstructions
2. Proper shoes

C. Equipment

1. One (1) ball for every four (4) students
2. Goal posts

II. INTRODUCTION

A. History

B. Values

1. Incorporates fundamental movements of soccer and basketball
2. Quick thinking and fast reaction
3. Balance, speed, endurance
4. Body, leg, and arm strength
5. Cooperation, competition, and acceptance of officials decisions
6. Perception of teamwork and opportunities for leadership

III. SKILLS

A. Individual

1. Passing
2. Pivot
3. Trapping

    a. Foot
    b. Knee

4. Dribbling
5. Converting ground balls to aerial balls

    a. Two-leg pick up
    b. Snap back

6. Kicking

    a. Place kick
    b. Punt

7. Marking and covering
8. Guarding
9. Tackle-straight on

B. Drills

1. See Soccer unit
2. See Basketball unit

C. Lead up games

1. Reference - Miller and Ley. Individual and Team Sports for Women.
2. Reference - current DGWS Soccer - Speedball Guide

D. Game situation

1. Rules
2. Throw in
3. Goal line kick
4. Position play
5. Regulation play

IV. TESTING AND EVALUATION

A. Skill tests

1. See Scott and French. Measurement and Evaluation in P.E.
2. See Miller and Ley. Individual and Team Sports for Women.

B. Knowledge Tests

1. Rules
2. Strategy

3. Terminology
4. History

    a. Reference - DGWS Soccer - Speedball Guide 1964 - 66
    b. Reference - Guide

TENNIS

8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Everett, Peter and Dumas, Virginia. Tennis.
b. Miller, Donna M. and Ley, Katherine. Individual and Team Sports for Women.
c. Current DGWS Tennis-Badminton Guide, 1964 - 66

2. Audio-visual

a. Filmstrips from Athletic Institute, 805 Merchandise Mart, Chicago, Illinois, 60654
b. Tennis for Beginners - County
c. Fundamentals of Tennis - State

B. Safety

1. Adequate space
2. Good class organization
3. Equipment in good condition
4. Proper clothing - especially shoes

C. Equipment

1. Racquets and presses
2. Balls
3. Nets

II. INTRODUCTION

A. History

B. Values

1. Recreational opportunities
2. Includes many fundamental movements; such as running, striking, changing direction
3. Precision and coordination
4. Leg strength
5. Arm and shoulder strengh
6. Community opportunities

III. SKILLS

A. Individual

1. Grip

2. Stroking

a. Forehand
b. Backhand

3. Serve
4. Volley

B. Drills

1. Use of wall
2. Partners
3. Groups

C. Lead up games

1. Paddle tennis
2. Refer to Miller and Ley. Individual & Team Sports for Women.

D. Game situations

1. Rules
2. Terminology
3. Etiquette
4. Strategy
5. Doubles play

IV. TESTING AND EVALUATION

A. Skill tests[1]

1. Rating sheets
2. Game results

B. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Strategy

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[1]Scott, M. Gladys and French, Esther; Measurement and Evaluation in Physical Education. (Dubuque, Iowa, Wm. C. Brown Company, 1959)

PADDLE TENNIS

7th and 8th Grade

Boys and Girls

I. TEACHER' RESPONSIBILITIES

A. References

1. DeWitt, R. I. Teaching Individual and Team Sports.
2. General Sportcraft; General Sportcraft Company, Ltd., Bergenfield, N. J.

II. INTRODUCTION

A. History

B. Values

1. Lead-up to tennis
2. Teaches basic movements of stroking, hand-eye coordination, and footwork

III. SKILLS

A. Individual

1. Grip

2. Stroking

a. Forehand
b. Backhand

3. Service
4. Volley

B. Drills

1. Use of partners
2. Use of wall
3. Mass or group practice

C. Game situation

1. Rules
2. Scoring

3. Etiquette
4. Strategy - covered position

IV. TESTING AND EVALUATION

A. Skill test

1. Adaptations of tennis and badminton tests
2. See Scott and French. Measurement and Evaluation in P.E.

B. Knowledge

1. Rules
2. History
3. Scoring
4. Terminology
5. Strategy

TABLE TENNIS

7th and 8th Grade

Boys and Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. DeWitt, R. I. Teaching Individual and Team Sports.
2. DGWS Recreational Games. AAHPER

B. Safety

1. Adequate space
2. Equipment in good condition

C. Equipment

1. Tables
2. Nets and attachments
3. Paddles
4. Balls

II. INTRODUCTION

A. History

B. Values

1. Recreational carry-over
2. Includes many fundamental movements; such as, striking change of direction, and stretching
3. Eye-hand coordination

III. SKILLS

A. Individual	7	8
1. Grips	I	R
2. Serve	I	R
3. Strokes		
a. Forehand	I	R
b. Backhand	I	R

B. Drills

1. Serve
2. Volley using forehand and backhand

C. Game situation

1. Rules
2. Doubles play

IV. TESTING AND EVALUATION

A. Skill tests

1. Reference - DeWitt. Teaching Individual and Team Sports.
2. Game results
3. Teacher observation

B. Knowledge

1. Rules
2. Scoring

TRACK AND FIELD

7th and 8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. First National Institute on Girls' Sports - AAHPER $3.00.
2. Miller, Kenneth D. Track and Field for Girls.
3. Scott, Phebe M., and Crafts, Virginia R. Track and Field for Girls and Women.
4. Powell, John T. Track and Field Fundamentals for Teacher and Coach.
5. Miller, Donna and Ley, Katherine. Individual and Team Sports for Women.
6. Visual Aids - Athletic Institute Series

B. Safety

1. Smooth running surface
2. Class organization
3. Adequate pits
    a. Foam rubber
    b. Sawdust
4. Extra care should be exercised in teaching the high jump

C. Equipment

1. High jump standards and pits
2. Starting blocks
3. Batons
4. Stop watches

II. INTRODUCTION

A. History

B. Values

1. Opportunity for self-testing
2. Utilizes fundamental movements; such as running and jumping
3. Leg strength, speed, flexibility

4. Cardio-vascular respiratory endurance
5. Adapts to wide range of abilities
6. Community opportunity

III. SKILLS

	7	8
A. Individual		
1. Dashes		
a. Fifty (50) yard	I	
b. Sixty (60) yard		I
c. One hundred (100) yard		I
2. Relays		
a. Shuttle two hundred (200)	I	
b. Pursuit four hundred and forty (440)		I
3. Broad jump		
a. Standing	I	
b. Running		I
4. High jump		
a. Scissors	I	
b. Roll		I

B. Drills

1. Individual practice
2. Competition with self and team mates

C. Game situation

1. Rules
2. Track and field meet

IV. TESTING AND EVALUATION

A. Skill tests

1. Improvement in time and distance
2. Rating on forms

B. Knowledge test

TRACK AND FIELD

7th and 8th Grade

Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide (152 - 162)
2. Doherty, Modern Training for Running
3. Luke, Brother G., Coach High School Track and Field

B. Safety

1. Proper equipment
2. Maintenance of practice areas
3. Proper warm-up procedure
4. Proper supervision of practice areas (especially field events)
5. Proper progression in all events
6. Field events should be isolated
7. Regulation gym shoes only

C. Equipment

1. Batons (8)
2. Eight shot (4)
3. Discus (4)
4. High-jump bars (1 per pit)
5. Hurdles (16)
6. Stop watches (2)
7. Measuring tapes (3)
8. Rakes (2)
9. Lime markers (1)
10. Starting gun (1)

II. INTRODUCTION

A. History

B. Rules and Organization

1. Guide (152 - 166)
2. NCAA Track and Field Guide
3. See references, Section IA

C. Values

1. Running is a basic fundamental of almost every sport
2. Develop speed, agility, and endurance in running, jumping and throwing
3. To develop skills that would lead to successful participation in class intramural track meets
4. To develop the appreciation of track as a spectator sport
5. Create sportsmanship

III. SKILLS - INITIATE ALL IN 7TH, REVIEWED IN 8TH

A. Individual

1. Sprint events

a. Starting form
b. Sprinting form
c. Finishing form

2. Relays

a. Starting
b. Handing and receiving baton
c. Types of passes
d. Holding and running with baton

3. Hurdles

a. Starting form
b. Number strides to first and between hurdles
c. Form in take-off, clearing, and landing
d. Finish

4. Broad jump (long jump)

a. Determining run to take-off
b. Approach
c. Take-off
d. Height of jump
e. Form in air
f. Landing

5. Shot-put

a. Position of fingers on shot
b. Position of putter in ring
c. Approach

d. Body, leg, foot and arm movement
e. Release

6. Discus

a. Position of finger on discus
b. Position of thrower in ring
c. Approach
d. Body, leg, foot and arm movement
e. Release

7. High jump

a. Approach
b. Take-off
c. Lay out
d. Landing

8. Triple jump

a. Determining run to take-off
b. Approach
c. Take-off
d. Height of jump
e. Form in air
f. Landing

9. Walking races (880 yds.)

a. Starting
b. Walking form

1. Heel - toe movement
2. Leg extended before planting
3. One foot must be on ground at all times
4. Lateral arm movement

c. Pace
d. Finish

IV. TESTING AND EVALUATION

A. Skill test

1. Timing track events
2. Distances in field events
3. Height in field events

B. Knowledge test

TUMBLING

7th and 8th Grade

Boys

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide 220 - 229
2. Rysel, Otto E., Teacher's Manual for Tumbling and Apparatus Stunts
3. Age Group Gymnastic Workbook; U. S. Gymnastic Federation
4. Nissen-Teaching Aids

B. Safety

1. Sufficient mats
2. Follow a definite progression of stunts
3. Use "spotters"
4. Inspect equipment daily
5. Do not permit wearing of loose clothing
6. No foreign matter in mouth

C. Equipment

1. One 5' x 8' mat per 5 students
2. Belt (safety)
3. Ropes (4)

II. INTRODUCTION

A. History

B. Organization and Rules

1. Guide - See references
2. DeWitt, Teaching Individual and Team Sports

C. Values

1. An activity to fit any individual's need or interest
2. A program which can be developed outdoors or indoors
3. An excellent developer of strength, skill, coordination, and agility
4. An activity that can develop muscle groups in any area of the body.

III. SKILLS

A. Individual Skills	7	8
1. Tumbling		
a. Shoulder roll	I	R
b. Forward roll progression	I	R
c. Forward roll (diving)	I	R
d. Kip-up		
e. Head spring		I
f. Hand spring		I
g. Backward roll progression	I	R
h. Backward roll (piked)	I	R
i. Backward roll (extention)	I	R
j. Cartwheel	I	R
2. Balance (Tumbling)		
a. Tripod	I	R
b. Tip-up	I	R
c. Head stand	I	R
d. Forearm balance		I
e. Handstand		I
3. Dual stunts and balances		
a. Forward roll (two men)	I	R
b. Backward roll (two men)	I	R
c. Back to back pull over		I
d. Knee-shoulder spring	I	R
e. Chest balance	I	R
f. Flying angel	I	R
g. Knee-shoulder balance		I
h. Arm-to-arm (low)		I

TUMBLING

7th and 8th Grade

Girls

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Horn, Virginia Lee, Stunts and Tumbling for Girls
b. Hughes, Eve, Gymnastics for Girls
c. Drury, Blanche and others, Gymnastics for Women
d. Yeager, Patrick, A Teacher's Guide for Tumbling and Pyramids

2. Audio-visual

a. Beginning Tumbling - Fairfax County
b. Intermediate Tumbling film - State Department
c. Advanced Tumbling film - State Department

B. Safety

1. Always use a spotter
2. Follow a definite progression
3. Sufficient clean mats
4. Proper clothing
5. No jewelry
6. Class organization

a. Distance between performers
b. Safe distance from walls

7. Close supervision and formal discipline

C. Equipment

1. Adequate mats
2. Storage facilities
3. Wards

II. INTRODUCTION

A. History

B. Values

1. Opportunities for self-testing and self-understanding
2. Balance, flexibility, strength
3. Body control, poise, precision and coordination
4. Develops physical courage
5. Opportunity to be creative
6. Lead up for gymnastics
7. Wide range of adaptability

III. SKILLS

	7	8
A. Individual		
1. Individual elementary stunts		
2. Tumbling skills		
a. Rolls		
(1) Forward roll progression and variations	I	R
(2) Backward roll progression and variations	I	R
b. Dive	I	R
c. Headstand	I	R
d. Handstand	I	R
e. Cartwheel	I	
f. Round-off		I
g. Spring		I
(1) Kip		I
(2) Neck spring		I
(3) Head spring		I
(4) Hand spring		I
3. Partner Stunts		
a. General	I	R
b. Balance	I	R
c. Inverted	I	R
d. Combatives	I	R
4. Pyramids	I	R
B. Drills		
1. Individual practice		
2. Partner practice		
3. Routines		

a. Drury, Blanche Jessen, Andrea B. Schmid, and Patricia Thomson. Gymnastics for Women.
b. Hughes, Eric. Gymnastics for Girls.

IV. TESTING AND EVALUATION

A. Skill test

1. Check sheets
2. Observatory routines

B. Knowledge

VOLLEYBALL

Boys

Grade 7 and 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Guide. pp. 112-118
2. Basic Sports Technique Booklets. Volleyball. The Athletic Institute.

B. Safety

1. Remove glasses or wear glass protectors
2. Must wear gym shoes
3. Court free of obstacles

C. Equipment

1. Eight (8) volleyballs
2. Nets - based on facilities

II. INTRODUCTION

A. History

1. Guide.
2. Basic Sports Technique Booklets. Volleyball.

B. Values

1. Carry-over activity
2. Excellent recreational sport
3. Teamwork and agility

III SKILLS

A. Individual	7	8
1. Volley		
a. Underhand	I	R
b. Overhand	I	R
2. Passing	I	R
3. Serving		
a. Overhand		I
b. Underhand	I	
c. Sidearm		I

7	8
I	R
	I

4. Position play
5. Recovery of ball from net

B. Drills[3]

1. Set up
2. Circle volley
3. Wall tapping
4. Serving

C. Lead up games

1. Bounce volleyball
2. Cage ball - Guide p. 118

D. Game situations

1. Offense	I
2. Defense	I
3. Game strategy	I

IV. TESTING AND EVALUATION

A. Skill tests[4]

B. Knowledge tests

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[3]Pearson, Op Cit; pp. 168-177.

[4]DeWitt, Op. Cit.; p. 447.

VOLLEYBALL

Girls

Grade 7 and 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Trotter, Betty Jane. Volleyball for Girls and Women.
b. Miller, Donna and Katherine Ley. Individual and Team Sports for Women.
c. Volleyball Guide - DGWS - Current.

2. Audio-visual aids

a. Athletic Institute. Volleyball Filmstrip.
b. Volleyball Guide - DGWS - Current

B. Safety

1. Guards for glasses
2. Court free of obstacles
3. Must wear gym shoes

C. Equipment

1. One (1) ball for every four (4) girls
2. Nets and standards

II. INTRODUCTION

A. History

B. Values

1. Recreational value
2. Co-recreational opportunities
3. Arm and shoulder girdle strength
4. Opportunity for less skilled to succeed
5. Teamwork; respect differences in ability

III. SKILLS

A. Individual

1. Volley

	7	8
a. Dig		I
b. Overhead	I	
2. Set-up to team mate	I	R
3. Passing	I	R
4. Serve	I	R
5. Recovery from net	I	R

B. Drills

1. Trotter, Betty Jane. Volleyball for Girls and Women.
2. Volleyball Guide - DGWS - Current

C. Lead up games

1. Trotter, Betty Jane. Volleyball for Girls and Women.
2. Miller, Donna and Katherine Ley. Individual and Team Sports for Women.

D. Game situation

1. Rules
2. Position play
3. Rotation
4. Set-up to team mate
5. Teamwork
6. Regulation game

IV. TESTING AND EVAULATION

A. Skill tests

1. Miller, Donna and Katherine Ley. Individual and Team Sports for Women.
2. Scott, M. Gladys, and Esther French. Measurement and Evaluation in Physical Education.

B. Knowledge

1. Rules
2. Terminology
3. Positions
4. Strategy
5. History

WRESTLING

Boys

Grade 7 and 8

I. TEACHER'S RESPONSIBILITIES

A. References

1. Books

a. Learning How-Wrestling. Creative Education Society.
b. Gianakaris, George. Action Drilling in Wrestling.

2. Audio-visual

National Sports Company, Wrestling Charts

B. Safety

1. Proper warm-up
2. Sufficient protective clothing
3. Trim nails
4. No jewelry
5. Proper mat coverage
6. No foreign matter in the mouth
7. No wrestling from standing position

C. Equipment

1. Mats should extend at least four and one-half ($4\frac{1}{2}$) feet beyond wrestling area
2. Removable cover

II. INTRODUCTION

A. History

B. Organization and Rules

1. Guide. pp. 162-166
2. Dewitt, R. I. Teaching Individual and Team Sports.

C. Values

1. Development of large muscles
2. The only combative sport a seventh and eighth grade student is exposed to in the program.
3. Student can compete on an even basis, regardless of weight

III. SKILLS

A. Individual

	7	8
1. Basic skills from referee's position of advantage		
a. Far arm and near leg	I	R
b. Head lever	I	R
c. Near arm and far ankle	I	R
d. Cross face - near ankle		I
2. Basic skills from referee's position of disadvantage		
a. Outside shoulder roll	I	R
b. Sit-out	I	R
(1) Switch		
(2) Turn in		
c. Wing lock		
(1) Dive		
(2) Step-over		
3. Pinning combination	I	R
a. Half-nelson and crotch		
b. Cradle		
c. Half-nelson and near-leg		

B. Drills

1. Spinning drill	I	R
2. Switching drill	I	R
3. Bridging	I	R

C. Situation wrestling I R

IV. TESTING AND EVALUATION

A. Skill test[5]

B. Written test[6]

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[5] Ibid. p. 471

[6] Willgoose, op. cit. pp. 21-45

APPENDIX

A. EXTRACTS FROM ADMINISTRATIVE GUIDE

B-1.05 - Extra-Class Activities

B-1.052 - Athletic Policy - Intermediate Schools

Under the sponsorship of the physical education instructors all pupils may participate in competitive and skill-building activities. Competitive sports are among classes within a given intermediate school. There are no competitive sports with other schools for pupils, since competition within one school is considered adequate and best for the age-level of intermediate pupils.

B-1.055 - Clubs, Intermediate Schools

Appropriate club activities which aid educational and character development are encouraged for intermediate pupils. Each club must have a teacher sponsor. The principal reports names and purposes of clubs on the preliminary annual report submitted to the Director of Intermediate Education.

B-1.056 - Physical Education Uniforms

Addendum will be forthcoming.

B-1.16 - Instruction in Personal Hygiene and Growing Up

Addendum will be forthcoming

B I B L I O G R A P H Y

A. Books

Ainsworth, Dorothy and others. Individual Sports for Women. Philadelphia: W. B. Saunders, 1963.

Allen, Ethan. Baseball Play and Strategy. New York: Ronald Press Company, 1959.

Bancroft, Jessie H. Games. New York: The MacMillan Company.

Bell, Mary E. Women's Basketball. Dubuque, Iowa: William C. Brown Company, 1964.

Blake, Q. William and Anne M. Volp. Lead Up Games to Team Sports. Englewood Cliffs, New Jersey: Prentice-Hall Company, Inc., 1964.

Brother Luke. Coaching High School Track and Field, Prentice-Hall, New York, 1958.

Chapman, Vera. Tackle Hockey This Way. London: Stanley Paul and Company, Ltd., 1961.

Clemensen, Lawrence, Hayman, Leparte, and Harcout. Your Health and Safety. New York: Brace and Company, 1957.

DeCarlo, Tom. Handbook of Progressive Gymnastics. New York: Prentice-Hall Company, Inc., 1961.

DeWitt, R. I. Teaching Individual and Team Sports. Englewood Cliffs, New Jersey: Prentice-Hall Company, Inc., 1961.

Doherty, G. Kenneth. Modern Track and Field. New York: Prentice-Hall Company, Inc., 1963.

Doherty, G. Kenneth. Modern Training for Running. New York: Prentice-Hall Company, Inc.

Everett, Peter and Virginia Dumas. Tennis.

Fait, Hollis F. Health and Fitness for Modern Living. Boston: Allyn and Bacon Company, Inc., 1961.

Fait, Hollis F., John H. Show, Grace I. Fox, and Cecil B. Hollingsworth. A Manual of Physical Education Activities. Philadelphia: W. B. Sanders Company, 1961.

Farkas, James. Age Group Gymnastic Workbook. Tucson, Arizonia: U. S. Gymnastic Federation, P. O. Box 4699.

Finding Yourself. Approaching Adulthood. Facts Aren't Enough. American Medical Association Series. N.F.A. 1201 Sixteenth Street, N.W., Washington, D.C.

Friedrich, John and Abbie Ratledge. Beginning Badminton.

Gianakaris, George. Action Drilling in Wrestling, Edison High School, Fairfax County, Virginia, 1966.

Growing Up and Liking It. (Packet) Director of Education, Personal Products Corporation, Milltown, New Jersey.

Harris, Hane, and others. Dance Awhile. Burgess Publications.

Health Education State Bulletin Grades 8-12. Richmond, Virginia, 1965.

Horne, Virginia Lee. Stunts and Tumbling for Girls. New York: Ronald Press Company, 1943.

Hughes, Eric. Gymnastics for Girls. New York: The Ronald Press Company, 1963.

Johnson, Warren. Human Sex and Sex Education. Philadelphia: Lea and Febiger, 1964.

Kneer, Marian and others. Softball. New York: Sterling Publishing Inc., 1962.

Leinert, Walter. The Modern Girl Gymnast on the Uneven Parallel Bars. Indianapolis: The Author (233 N. Parkview, Indianapolis, 1965)

Lockhart, Aileene. Modern Dance, Building and Teaching Lessons. Dubuque, Iowa: William C. Brown Company, 1957.

Loken, Newton C. and Robert J. Willoughby. Complete Book of Gymnastics. Englewood Cliffs, New Jersey: Prentice-Hall Company, Inc., 1963.

Meissner, W. E. and E. Y. Meyers. Basketball for Girls. New York: The Ronald Press Company, 1950.

Metheney, Eleanor. Connotations of Movement in Sport and Dance Dubuque, Iowa: William C. Brown Company, 1965.

Meyer, Margaret H. and Marguerite M. Schwarz. Team Sports for Women. Philadelphia: W. B. Saunders Company, 1965.

Miller, Donna Mae and Katherine L. Ley. Individual and Team Sports for Women. Englewood Cliffs, New Jersey: Prentice-Hall Company, Inc. 1955.

Miller, Kenneth D. Track and Field for Girls.

Niemyer, Roy K. Beginning Archery.

Pearson, George B. Methods of Teaching the Fundamental Skills of Team Sports. Dubuque, Iowa: William C. Brown Company, 1960.

Physical Education for Virginia Secondary Schools. Richmond, Virginia, State Department of Education. 1955 and 1965.

Powell, Agnata M. Hockey Stick Work Games and Rotations.

Powell, John T. Track and Field Fundamentals for Teacher and Coach. Champaign, Illinois: Stipes.

Ryser, Otto E. A Teacher's Manual for Tumbling and Apparatus Stunts. Dubuque, Iowa: William C. Brown Company.

Scott, M. Gladys, and Esther French. Measurement and Evaluation in Physical Education. Dubuque, Iowa: William C. Brown Company, 1959.

Scott, Phebe M., and Virginia Crafts. Track and Field for Girls and Women. New York: Appleton-Century Crafts Division of Meredith Publishing Company, 1964.

Seaton, Don C., Irene A. Clayton, Howard C. Leibec, and Lloyd Messersmith. Physical Education Handbook. Englewood Cliffs, New Jersey: Prentice-Hall, 1964.

Stanley, D. C., and I. F. Waglow. Physical Education and Activities Handbook. Boston, Mass.: Allyn and Bacon Company, Inc., 1962.

Szypula, Norma and Marie Provaznik. Gymnastic Activities with Hand Apparatus for Boys and Girls. Minneapolis: Burgess Publishing Company, 1965.

Today's Health. American Medical Association, Chicago, Illinois.

To Smoke or Not to Smoke. (Packet) American Cancer Society, Fairfax, Virginia.

Trotter, Betty Jane. Volleyball for Girls and Women. New York: Ronald Press, 1965.

Willgoose, Carl E. Health Education in the Elementary School. Philadelphia: W. B. Saunders, 1964.

Willgoose, Carl E. Evaluation of Health Education and Physical Education. New York: McGraw Hill, 1961.

The Worlds of a Girl. (Packet) Home Service Center, Scott Paper Company, International Airport. Philadelphia, Pa., 19113

Virginia Physical Fitness Test. Vol. 45, Number 5, State Board of Education, Richmond, Virginia.

Yeager, Patrick. The Demonstration in Physical Education. Statesboro Georgia: Wide World Publications, 1963.

Yeager, Patrick. A Teacher's Guide for Men's Gymnastics. Statesboro, Georgia: Wide World Publications, 1963.

Yeager, Patrick. A Teacher's Guide for Women's Gymnastics. Statesboro, Georgia: Wide World Publications.

Yeager, Patrick. A Teacher's Guide for Tumbling and Pyramids. Statesboro, Georgia: Wide World Publications, 1963.

Yeager, Patrick. Techniques of Coaching Gymnastics. Statesboro, Georgia: Wide World Publications.

B. Magazines

American Journal of Health. American Medical Association, Chicago, Illinois.

AAHPER Journal. 1201 Sixteenth Street, N.W. Washington, D.C.

Athletic Journal. 1719 Howard Street, Evanston, Illinois.

Mademoiselle Gymnast. P.O. Box 777, Santa Monica, California.

Modern Gymnast (The). P.O. Box 611, Santa Monica, California.

Research Quarterly. 1201 Sixteenth Street, N.W., Washington, D.C.

Scholastic Coach. 33 W. 42 Street, New York, New York.

Soccer Journal. 949 Wellington Road, Elking Park, Philadelphia, Pa.

Sports Illustrated. J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.

C. Pamphlets

Allen, George H. Football Skills. Detroit, Michigan: Hygrade Food Corp.

Brace, David K. Football Skills Test Manual. Washington, D.C.: AAHPER, 1965.

Circuit Training. Sears Roebuck and Company.

Frederick, A. Bruce. Gymnastic Action Cards. Minneapolis: Burgess Publishing Company, 1965

First National Institute on Girls' Sports. AAHPER

General Sportcraft. Bergen Field, New Jersey: General Sportcraft Company, Ltd.

Junior Guidance Services Booklets. Science Research Association, Inc., Chicago, Illinois.

National Collegiate Athletic Bureau. Box 757 Grand Central Station, New York, New York.

National Sports Company. Wrestling Charts. 360-320 N. Marquette Street, Fena Dulae, Wisc.

The President's Council on Physical Fitness. Teaching Lifetime Sports Skills. Washington, D.C.: Fore, Inc.

The Presidents Council on Youth Fitness. The Motivation Factor. Fore, Inc: Washington, D.C.

Royal Canadian Air Force (The)

School Health Services - Grades 7-12. Department of Instruction, Fairfax County Schools, Fairfax, Virginia, 1961.

Youth Physical Fitness. Presidents Council of Youth Physical Fitness.

Zuber, Richard. New Gymnastic Skill Charts. Cedar Rapids, Iowa: Nissen Corp.

D. Series of Books

Basic Sports Technique Booklets. The Athletic Institute 805 Merchandise Mart, Chicago, Illinios 60654

Apparatus Activities - Archery - Badminton - Basketball - Basketball-Girls - Field Hockey - Gymnastics - Soccer - Softball - Swimming - Table Tennis - Track and Field - Tumbling - Tumbling-Advanced - Volleyball - Wrestling

Instructor's Guides. The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois 60654

Apparatus Activities for Men and Boys - Archery - Badminton - Basketball - Basketball - Girls - Field Hockey - Gymnastics - Soccer - Softball - Swimming - Tennis - Track and Field - Tumbling - Tumbling-Advanced - Volleyball - Wrestling

Learning How Books. Creative Education Society, Inc., Mankato Minnesota.

Football - Basketball - Wrestling

McGraw-Hill Series in Health Education, Physical Education and Recreation. McGraw-Hill Book Company, Inc., 30 West 42nd Street, New York, New York.

Body Dynamics - Fundamental of Track and Field Coaching - Swimming - Wrestling

Ronald Sports Series. Ronald Press Company, 15 East 26th Street, New York, New York.

Archery - Badminton - Baseball - Basketball - CheerLeading _ Football - Hockey - Physical Conditioning - Soccer - Softball - Swimming - Tennis - Track and Field - Volleyball - Wrestling

Sports Illustrated Series. J. B. Lippincott Company, East Washington Square, Philadelphia, Pa.

Basketball - Football - Swimming - Tennis

United States Naval Institute Series. United States Naval Institute, Annapolis, Maryland.

Basketball - Conditioning Exercises Games, Tests - Football - Gymnastics and Tumbling - Intramural Programs - Soccer - Swimming and Diving - Track and Field - Wrestling

Wadsworth Series. Wadsworth Publishing Company, Belmont, California

Beginning Archery - Beginning Badminton - Beginning Bowling - Beginning Conditioning - Beginning Social Dance - Beginning Swimming - Beginning Tennis - Beginning Weight Training - Beginning Volleyball

E. Activity - Source of Rules

Archery (field)	National Field Archery Assoc. Box 514, Redlands, California
Archery (target)	National Archery Association 23 E. Jackson Blvd., Chicago, Ill.
Badminton	American Badminton Association 20 Wamesit Rd., Waban, Mass.
Bowling (duck pin)	National Duck Pin Bowling Congress 1420 New York Ave., N.W., Washington, D.C.
Bowling (ten pin)	American Bowling Congress 1572 E. Capitol Dr., Milwaukee, Wisc.
Deck Tennis	General Sportscraft Co., Ltd. 33 New Bridge Rd., Bergenfield, N.J.

Softball (12" fast and slow pitch)	Amateur Softball Association 11 Hill Street, Newark, N. J.
Softball (16")	Ed Weinstein, Chairman, Rule Committee Umpires Protective Association of Chicago Apt. 710, 3550 Lake Shore Drive Chicago, Illinois
Table Tennis	U. S. Table Tennis Association 210 Satum Drive, North Star Newark, Delaware
Touch Football	The Athletic Institute Merchandise Mart-Room 805 Chicago, Illinois
Volleyball	U. S. Volleyball Association U. S. VBA Printer, P.O. Box 109 Berne, Indiana
NCAA Rule Books and Guides	National Collegiate Athletic Bureau Box 757, Grand Central Station New York, New York Baseball - Basketball - Football - Football, Rules Interpretation - Soccer - Swimming - Track and Field - Wrestling - Gymnastics
High School Activities	National Federation of State High Athletic Association, 7 South Dearborn Street, Chicago, Illinois Basketball Rules - Basketball Casebook - Basketball Player Handbook - Basketball Official's Manual - Baseball Rules - Baseball Casebook - Football Rules - Football Casebook - Football Player Handbook - Football Touch Football - Six Man Football and Soccer - Track and Field
Official AAU Rule Books and Guides	Amateur Athletic Union of the U. S. 233 Broadway, New York, N.Y. AAU Handbook - Basketball - Boxing - Gymnastics - Handball - Swimming(synchronized) - Swimming, water polo and diving - Track and Field - Weight Lifting - Wrestling (includes judo)

Source of Rules - Girls

American Association for Health,
Physical Education and Recreation
Division for Girls and Women's
Sports
1201 Sixteenth Street, N.W.,
Washington, D.C.

Official Archery - Riding Guide
Official Basketball Guide
Official Field Hockey - LaCrosse Guide
Official Guide for Recreational Games
and Sports
Official Gymnastics Guide
Official Soccer - Speedball
Official Softball
Official Tennis - Badminton
Official Track and Field
Official Volleyball

F. Film and Filmstrips and Audio-visual

Association Films, Inc., 324 Delaware Avenue, Oakmont, Pa. 15139

Association Instructional Materials, 347 Madison Avenue, New York,
New York 10017

Athletic Institute (The), 805 Merchandise Mart, Chicago, Ill. 60654

Fairfax County Department of Instruction, Fairfax, Virginia

Guide

G. L. M. Productions. Music for Dance Album. 11400 Berwick Street,
Los Angelos, California.

Burns Record Co. Ballroom Dance Records. 755 Chickadee Lane,
Stratford, Conn.

Fairfax County Film Guide:

Grade 8 - Personal Health Appraisal

02088 - Alcohol in the Human Body
794 - Posture
381 - Eyes and Their Care
0436 - Gateway to Health
316 - Dental Health - How and Why
564 - Keeping Fit
951 - Teeth Development and Care
1054 - Your Health: Disease and Its Control
0337 - Drug Addiction
0992 - Visual Perception
0968 - Tobacco and the Human Body

Grade 8 - Personal Hygiene and Growing Up

02024 - Boy to Man
219 - Boys Beware
0546 - It's Wonderful Being a Girl
927 - Story of Menstruation

Grade 8 - Nutrition

320 - Digestion of Foods
408 - Foods and Nutrition
0544 - It's All in Knowing How
02056 - Wonderful World of Food

Grade 8 - Prevention and Control of Disease

0147 - Antibiotics
0311 - Defense Against Invasion